DOCUMENT RESUME

ED 337 093 HE 024 924

AUTHOR	Zikopoulos, Marianthi, Ed.
TITLE	Profiles 1989-1990. Detailed Analysis of the Foreign Student Population.
INSTITUTION	Institute of International Education, New York, N.Y.
SPONS AGENCY	United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
REPORT NO	ISBN-87206-187-6
PUB DATE	91
NOTE	204p.; Several tables may not reproduce clearly due to small/broken print.
AVAILABLE FROM	Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($37.95).
PUB TYPE	Statistical Data (110) -- Information Analyses (070) -- Reports - General (140)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Census Figures; Comparative Analysis; Data Analysis; *Enrollment Trends; *Foreign Students; Geographic Regions; Graduate Study; Higher Education; Postsecondary Education; Statistics; *Student Characteristics; Student Subcultures; Undergraduate Study; Units of Study

ABSTRACT

This publication provides a complete census and analysis of the foreign postsecondary student population studying in the United States. The report consists of five chapters. The first chapter compares "Open Doors" (a statistical compilation on foreign students) and this publication, pointing out the unique contributions of each publication as well as the advantages of combining data from both publications to gain information not available in either one. Chapters 2 through 5 report the major findings of the survey in the following areas: (1) the characteristics of subgroups of foreign students in the United States; (2) analyses of foreign student populations at different geographic locations; (3) analyses of graduate and undergraduate foreign students; and (4) an examination of groups of students in the most populous fields of study. (Statistical tables and charts comprise over 60% of the publication.) Appendices include the research methodology and technical notes on the data; breakdowns by field of study and gender as well as by field of study, academic level, and gender; and a report on the characteristics (field of study, gender, and academic level) of foreign students from each country or other place of origin as well as subregion and world region. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED383093

PROFILES
PROFILES
PROFILES
PROFILES
PROFILES
PROFILES

1989–1990

DETAILED ANALYSES OF THE FOREIGN STUDENT POPULATION

HE 024 924

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

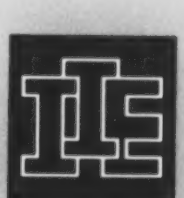
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

IIE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



INSTITUTE OF INTERNATIONAL EDUCATION

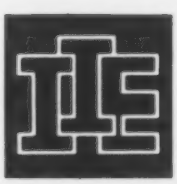
BEST COPY AVAILABLE

PROFILES 1989–1990

DETAILED ANALYSES OF THE FOREIGN STUDENT POPULATION

Marianthi Zikopoulos
Editor

The Institute of International Education gratefully acknowledges special grant support from the United States Information Agency for the implementation of the Individual Data Survey and the production of *Profiles*. It also acknowledges the invaluable assistance of the members of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and of NAFSA: Association of International Educators in obtaining the survey data.



INSTITUTE OF INTERNATIONAL EDUCATION
809 UNITED NATIONS PLAZA, NEW YORK, NY 10017

INTERNATIONAL EDUCATION DATA COLLECTION COMMITTEE (IEDC)

The International Education Data Collection Committee (IEDC), consists of representatives from AACRAO, IIE, and NAFSA. It was formed in the late 1970s to assist institutions of higher education and individuals to keep and provide better data on international educational exchanges. Among its major objectives is advising and assisting the Institute of International Education in the collection, analysis and publication of data on international educational exchanges. The present members of the committee are as follows:

Chair:
Jerry Wilcox, Cornell University

AACRAO Representatives:
David Eckholm, University of Wisconsin-Stevens Point
Beth Tedrow, Garden City Community College

IIE Representatives:
Peggy Blumenthal
Marianthi Zikopoulos

NAFSA Representatives:
Marvin Slind, Washington State University
Richard Tudisco, Columbia University

IIE STAFF ASSISTANCE

Data Editors:
Elizabeth Sutton
Alfred Julian
Loradelle Abbott

Production Editor:
Lisa Rhoades

Copy Editor:
Alison Gardy

The Institute of International Education (IIE) was founded in 1919 to promote peace and understanding through cultural and educational exchanges. Over the next 25 years, IIE brought foreign scholars to lecture in U.S. universities, developed exchange programs with Europe and Latin America, and began to publish studies and reports on international educational cooperation. In 1946, it undertook the administration of the Fulbright Program, which has sponsored over 80,000 individuals to date.

At present IIE is the largest and most active not-for-profit organization in the field of international educational exchange. It administers numerous programs on behalf of governments, foundations, corporations, universities, binational centers, and international organizations. Each year it helps 9,000 individuals to participate in these sponsored programs and in IIE's international host activities. IIE reaches an additional 200,000 individuals annually through its educational services, which are made possible through contributions and grants to IIE. These services include free information and counseling, a research and reference library, conferences and seminars, and publications relating to the field of international education. The following IIE publications focus on foreign study in the United States. They may be purchased from the Communications Division, IIE. An order form is provided at the back of this book for your convenience.

English Language and Orientation Programs in the United States 1988 edition $21.95

Open Doors: Report on International Educational Exchange (Annual), $34.95

In addition to these publications, the Research Division of IIE can produce tailored reports from two comprehensive data bases for scholars and others interested in international educational exchange. For information and charges regarding these special reports contact the Research Division, IIE, 809 United Nations Plaza, New York, New York, 10017. Telephone: (212) 984-5345.

ISBN: 87206-187-6
Copyright ©1991 Institute of International Education.
All rights reserved. No part of this book may be incorporated into any information retrieval system, electronic or mechanical, without the written permission of the Institute of International Education.
Printed in the United States
Price: $34.95 per copy

ACKNOWLEDGEMENTS

- To all members of NAFSA: Association of International Educators and of the American Association of Collegiate Registrars and Admission Officers (AACRAO), whose cooperation in the collection of these statistics is voluntarily given, whose professionalism and interest is always evident, and whose constructive advice and criticism are greatly appreciated;

- to members of the IEDC, and its Chair, Jerry Wilcox, for their thoughtful advice and assistance;

- to NAFSA and AACRAO regional chairs, whose encouragement of reluctant campus officials to send in completed survey forms helps increase the response rate thus making *Open Doors* more comprehensive;

- to the Bureau of Educational and Cultural Affairs of the United States Information Agency, and in particular Adeline C. O'Connell, Chief, and Sheldon Austin, Senior Program Officer, Advising, Teaching, and Specialized Programs Division, whose support made possible the collection, analysis, and publication of the data;

- to John F. Reichard, Executive Vice President of NAFSA, and his Washington staff for tireless efforts on behalf of the IEDC;

- to Peggy Blumenthal, Vice President, Educational Services, IIE, for her intelligent and gentle guidance;

- to our colleagues at IIE in New York and in the regional offices who assisted both in data collection and in the production of this book;

- to Robert M. Melott and Gerald Bowker, past and present presidents of AACRAO; Richard M. Krasno, president of IIE; and Jean Delaney and Martin Limbird, past and present presidents of NAFSA, for their support and encouragement;

- to these and to the many other persons who assisted in the preparation of this publication, we express our gratitude.

DEFINITIONS

Foreign Student
A foreign student is defined as anyone who is enrolled in courses at institutions of higher education in the United States who is not a citizen or an immigrant (permanent resident). Persons with refugee status are included.

Institutions of Higher Education
"Higher education" refers to the group of colleges and universities which are accredited by an agency that is nationally recognized by the Secretary of Education. The *HEP 1989 Higher Education Directory* (Higher Education Publications, Inc., Washington, DC, ISBN:0-914927-10-8) was used as reference for accredited institutions.

Fields of Study
The classification of fields of study used in this publication is that found in *A Classification of Instructional Programs*, published by the National Center for Education Statistics (NCES). See *Appendix D* for the list of major fields and subfields of study.

World Regions
The major world regions, and the subregions, countries, territories, and other places of origin within each world region are presented in *Appendix D* of this publication.

GUIDELINES FOR THE RELEASE OF STEP 3 DATA

Reports based on Census and Individual Survey-data are available to individuals, agencies, or corporations for clearly identified purposes of scholarly research, public information, or recruitment for employment.

Reports will be produced for recruitment purposes only when the employer has indicated the following: the openings are for employment in the students' home countries or, in some instances, home regions; students' obligations to the sponsors of their U.S. study and/or to their own governments will be respected; the corporation or agency does not engage in discriminatory practices.

Student names obtained as a by-product of the Census activity will not be released in any case without the students' prior consent.

The Institute of International Education reserves the right to request that the proposed use of the data be documented and to withhold Census and Individual Survey data when the request is not deemed to be of appropriate scholarly, public information, or recruitment purposes.

TABLE OF CONTENTS

CHAPTER 1 **INTRODUCTION** 1

History 1

Profiles Complements *Open Doors* 1

Profiles and *Open Doors*, Used Together, Provide the Best Information on Foreign Students 2

Organization of This Volume 2

Additional Data Available: Custom Reports 3

CHAPTER 2 **FOREIGN STUDENTS BY REGIONAL AND NATIONAL ORIGIN** 4

Introduction 4

African Students 4

Fields of Study of African Students 6

Academic Levels of African Students 8

Undergraduate African Students 8

Graduate African Students 8

Gender of African Students 10

Asian Students 10

Fields of Study of Asian Students 10

Academic Levels of Asian Students 16

Undergraduate Asian Students 17

Graduate Asian Students 17

Gender of Asian Students 18

European Students 18

Fields of Study of European Students 18

Academic Levels of European Students 21

Undergraduate European Students 23

Graduate European Students 23

Gender of European Students 24

Latin American Students 24

Fields of Study of Latin American Students 24

Academic Levels of Latin American Students 27

Undergraduate Latin American Students 28

Graduate Latin American Students 29

Gender of Latin American Students 29

Middle Eastern Students 29

Fields of Study of Middle Eastern Students 29

Academic Levels of Middle Eastern Students 30

Undergraduate Middle Eastern Students 30

Graduate Middle Eastern Students 31

Gender of Middle Eastern Students 31

North American Students 31
Fields of Study, Academic Levels, and Gender of North American Students 31
Undergraduate North American Students 32
Graduate North American Students 32

Oceanian Students 32
Fields of Study, Academic Levels, and Gender of Oceanian Students 32
Undergraduate Oceanian Students 32
Graduate Oceanian Students 32

CHAPTER 3 **FOREIGN STUDENTS IN U.S. REGIONS AND STATES** 33
Introduction 33
Foreign Students by Location in the United States 33
Northeast 33
South 33
Southwest 35
Midwest 35
Mountain 36
Pacific 36

CHAPTER 4 **FOREIGN STUDENTS BY ACADEMIC LEVEL** 37
Introduction 37
Graduate Students 37
Undergraduate Students 37

CHAPTER 5 **FOREIGN STUDENTS BY FIELD OF STUDY** 40
Introduction 40
Engineering 40
Business and Management 42
Mathematics and Computer Science 46

APPENDICES **A: Methodology and Data** 50

B: Detailed Analyses 59

C: Characteristics of Foreign Students by Country, Subregion, and World Region of Origin 69
C.1. Field of Study 70
C.2. Gender 106
C.3. Academic Level 112

D: Codes and Survey Materials 124
Fields of Study 124
Countries by World Region and Subregion 134
1989/90 Individual Data Survey Materials 135

LIST OF TABLES

2.1 Census of Foreign Students: World Region and Subregion of Origin of Foreign Students, 1989/90 4

2.2 Annual Census: World Region and Leading Country of Origin of Foreign Students, Selected Years, 1949/50 -1989/90 5

2.3 Field of Study of Foreign Students by World Region and Leading Country of Origin, 1989/90 7

2.4 Field of Study of Foreign Students by World Region of Origin, Selected Years, 1949/50 -1989/90 9

2.5 Field of Study of Foreign Students by Leading Country Within World Region of Origin, Selected Years, 1949/50 -1989/90 11

2.6 Academic Level of Foreign Students by World Region and Leading Country of Origin, 1989/90 14

2.6.1 Disaggregate Academic Level of Foreign Students by World Region of Origin, 1989/90 15

2.6.2 Distribution of Foreign Students Within Academic Levels by World Region of Origin, 1989/90 15

2.7 Academic Level of Foreign Students by World Region of Origin, Selected Years, 1954/55 - 1989/90 17

2.8 Academic Level of Foreign Students by Leading Country Within World Region of Origin, Selected Years, 1954/55 - 1989/90 19

2.9 Gender of Foreign Students Within Academic Levels by World Region of Origin, 1989/90 21

2.10 Field of Study and Academic Level of Foreign Students by World Region and Leading Country of Origin, 1989/90 25

2.11 Gender of Foreign Students by World Region and Leading Country of Origin, 1989/90 27

3.1 World Region of Origin of Foreign Students Within U.S. Regions and States, 1989/90 34

4.1 World Region and Subregion of Origin of Foreign Students Within Academic Levels, 1989/90 37

4.2 Fields of Study of Foreign Students Within Academic Levels, 1989/90 38

4.3 Gender of Foreign Students Within Academic Levels, 1989/90 38

5.1 Gender of Foreign Students Within Fields of Study, 1989/90 40

5.2 Academic Level of Foreign Students Within Fields of Study, 1989/90 41

5.3 Academic Level of Foreign Students Within Fields of Study, Selected Years, 1963/64 - 1989/90 42

5.4 World Region of Origin of Foreign Students Within Fields of Study, 1979/80 and 1989/90 43

5.5 World Region of Origin and Academic Level of Foreign Students Within Fields of Study, 1989/90 45

5.6 Distribution of Foreign Students in Engineering and Business and Management Subfields, 1989/90 46

5.7 Distribution of Foreign Students in "Other Engineering" Subfields, 1989/90 46

5.8 World Region of Origin of Foreign Students Within Engineering and Business and Management Subfields, 1989/90 47

LIST OF FIGURES

2.A Academic Level of Foreign Students by World Region of Origin, 1989/90 16

2.B Gender of Foreign Students Within Academic Levels by World Region of Origin, 1989/90 22

2.C Gender of Foreign Students by World Region of Origin, 1989/90 28

4.A World Region of Origin of Foreign Students Within Academic Levels, 1989/90 38

4.B Gender of Foreign Students Within Academic Levels, 1989/90 39

5.A Gender of Foreign Students Within Fields of Study, 1989/90 40

5.B Academic Level of Foreign Students Within Fields of Study, 1989/90 41

5.C World Region of Origin of Foreign Students Within Fields of Study, 1989/90 44

Appendices

A.1 Annual Census and Individual Data Survey: Response Rates, 1979/80-1989/90 50

A.2 Individual Data Survey: Response Rate to Major Foreign Student Characteristics, 1989/90 51

A.3 Foreign Student Characteristics: Annual Census and Individual Data Survey, 1989/90 51

A.4 Response Rate by Country: Step 2/Step 3 Comparisons 52

B.1 Academic Level of Foreign Students Within Fields of Study by World Region and Leading Country of Origin, 1989/90 59

B.2 Gender of Foreign Students Within Fields of Study by World Region and Leading Country of Origin, 1989/90 63

B.3 Gender of Foreign Students Within Fields of Study and Academic Level by World Region and Leading Country of Origin, 1989/90 65

C.1 Field of Study of Foreign Students by Country of Origin 70

C.2 Gender of Foreign Students by Country of Origin 106

C.3 Academic Level of Foreign Students by Country of Origin 113

1: INTRODUCTION

PROFILES COMPARED TO *OPEN DOORS*

HISTORY

The Institute of International Education (IIE) has been collecting data on foreign students in the United States since the Institute was founded in 1919 to provide accurate annual counts of their number and some of their characteristics. In 1949, an annual report based on these surveys called *Education for One World* was begun. In 1955, the title *Open Doors* was adopted.

A key objective of *Open Doors* is to provide a complete census of the foreign student population. Until the early seventies, it was possible to obtain this information by sending questionnaires to foreign students individually. In the early seventies, however, for a number of reasons, principally the vast growth of the foreign student population, this method ceased to produce an acceptable response rate. In consultation with representatives of NAFSA and AACRAO, IIE adopted a new method: obtaining data from campus officials on the total number of foreign students (**Step 1 Survey**) and the total in each of several categories (e.g., country of citizenship, field of study, academic level, and gender) at their institutions (**Step 2 Survey**). The modified two-part survey, usually referred to as the **Census of Foreign Students in the United States**, has substantially improved the response rate (in recent years it has been 97% or above), and *Open Doors* now is based on these aggregate data (or totals by category). But these data no longer permit the kinds of detailed analyses that were possible when information was collected on an individual basis.

Thus, with the modification of *Open Doors*, it became necessary to complement the comprehensive census with a survey of the characteristics of individual foreign students. Known as the **Individual Data Survey** or **"Step 3" survey** to distinguish it from the **Step 1** and **Step 2** surveys that produce *Open Doors*, it was first implemented in the academic year 1979/80 and published in *Profiles*. **Step 3** requests information on country of citizenship, field of study, academic level, gender, and primary source of financial support on each foreign student attending each school. Since the collection and analysis of these data is an enormous effort, this survey is done biennially.

PROFILES COMPLEMENTS *OPEN DOORS*

Profiles and *Open Doors* can be most readily understood if compared. *Profiles* does not simply repeat data contained in *Open Doors*, but provides different, more complex analyses. While *Open Doors* is a better source for information on the major characteristics of foreign students overall, based as it is on the whole foreign student population, *Profiles* offers comparative and cross-tabulated data that are essential to a deeper understanding of the meaning of student flows, both for U.S. higher education and for the countries from which these students come.

Profiles is an invaluable complement to *Open Doors*. Data in *Open Doors* are aggregate, reported on an institutional basis; thus, *Open Doors* can only provide information on a single or specific characteristic of the foreign student, such as how many foreign students there are in the United States; how many come from particular countries or regions; and how many select the different fields of study. *Open Doors* cannot provide much needed information on subgroups of foreign students, such as the number of students from a particular country who study in particular fields.

Profiles fills that gap, adding depth to the study of foreign student flows to this county. Only through *Profiles* can one get detailed, in-depth information about subgroups of the foreign student population, for instance: what proportion of students from a specific country (e.g., Malaysia) are graduates or undergraduates; what proportion of students in different fields of study (e.g., natural sciences) are graduates or undergraduates; what proportion of Nigerian students in the U.S. are studying business and management, and what proportion of these are female or male; and what proportion of foreign students studying engineering are from Asia.

It is much more difficult to complete a **Step 3** form than a **Step 2** form (indeed, **Step 3** data simply are not available in some institutions), and consequently the response rate is not as high: eight-

tenths (79%) of the institutions with foreign students in 1989/90 provided detailed **Step 3** information on approximately two-thirds of the students reported on in the *Open Doors* census. This is, however, a significant improvement from the first Individual Data Survey in 1979/80, when detailed information was provided for only 55% of the students reported in the annual census. Thus, in contrast to *Open Doors*, *Profiles* analyses are based on a sample rather than on the entire foreign student population.

However, there is strong statistical evidence, presented in **Appendix A: Methodology and Data,** that the sample is representative of the whole population; therefore, the findings in *Profiles* can be generalized to all foreign students. (The reader is referred to pages 50 and 51 of this publication for an extensive discussion of the representativeness of the sample and the generalizability of the *Profiles* data to all foreign students).

Note that the total number of students varies from table to table, because the response rate on individual characteristics, such as country of origin and field of study, is not uniform. Also, the totals in more complex tables are even smaller, because there are fewer complete records available for analysis when more characteristics are examined simultaneously.

PROFILES AND *OPEN DOORS*, USED TOGETHER, PROVIDE THE BEST INFORMATION ON FOREIGN STUDENTS

To get the most detailed information on foreign students in this country, the user should use *Open Doors* and *Profiles* data together. The comprehensiveness of *Open Doors* and the cross-tabulated data of *Profiles*, when combined, provide valuable information not available from either publication alone. Only by combining *Open Doors* and *Profiles* data can one get an estimate of the number of foreign students in specific subgroups, such as Chinese studying mathematics and computer science or female Brazilian undergraduates.

Here's how to combine data from both publications to obtain this type of detailed information, using the number of Chinese studying math and computer science as an example:

- Use *Profiles* (**Table 2.3***) and note the proportion of Chinese in this field: **13.2%**. Divide it by 100=**.132=P**.
- Use *Open Doors* of the same year (**Appendix A.2**, "Extrapolated Count" column**) to get the total number of Chinese studying in the United States: **33,390=T**.
- Multiply **T by P** to get an approximate number of students in this field (33,990x.132)=4,487†

* If the country you are interested in does not appear on Table 2.3, you can find it in Table C.1, in the back of the book.

** If no number appears in the "Extrapolated Count" column for the country you are interested in, use the "Base Number" column.

† This is an approximate number; the proportions of students in the various fields may be a little off, due to variations in response rate.

ORGANIZATION OF THIS VOLUME

This publication consists of five chapters and six appendices.

Chapter 1 compares *Open Doors* and *Profiles*, pointing out the unique contributions of each publication as well as the advantages of combining data from both publications to gain information not available from either one.

Chapters 2 through 5 report the major findings of the survey: **Chapter 2** presents characteristics of subgroups of foreign students in the United States based on their world region and countries or other places of origin. **Chapter 3** presents analyses of foreign student populations at different geographic locations in the United States, namely various regions and states. **Chapter 4** focuses on analyses of graduate and undergraduate foreign students, and **Chapter 5** looks at groups of students in the most populous fields of study.

It is important to keep in mind that the examination of the foreign student population in the United States is approached from two major perspectives in *Profiles*. In **Chapter 2**, characteristics are related to the students' geographic origins: what are the overall characteristics of students from the major world regions and from the countries or other places within those regions? What do students from particular regions study? How many are graduate and how many are undergraduate students? How many are male and how many are female? What are the characteristics of certain subgroups, such as Asian undergraduates?

In **Chapters 3** through **5**, the focus shifts to various components of the educational scene within the United States: what are the characteristics of the foreign student population in different regions and states of this country? In different fields of study? At different academic levels? Data in **Chapter 2** are useful to those needing detailed information about students from specific places; **Chapters 3** through

5 are useful to those who wish to examine the dispersion of foreign students within the United States and within particular sectors of higher education in the United States.

Appendix A contains the research methodology and technical notes on the data contained in this publication, including comparisons of response rates to *Open Doors* and to *Profiles*.

For the sake of clarity it is impossible to include all useful analyses in the main body of the publication. More complex data (i.e., breakdowns by field of study and gender and by field of study, academic level and gender) can be found in **Appendix B**.

Appendix C is an extremely valuable appendix, because it reports on the characteristics (field of study, gender, and academic level) of foreign students from ***each country*** or other place of origin as well as subregion and world region, as reported in the Individual Data or **Step 3** survey. It is here that information on students from countries not included in the main tables can be found. Although somewhat complicated, **Appendix C** can be of great value; a guide to understanding it is provided on page 70.

Appendix D contains field-of-study and country taxonomies and a copy of the 1989/90 **Step 3** Individual Data Survey materials.

ADDITIONAL DATA AVAILABLE: CUSTOM REPORTS

The Research Division of IIE can produce, upon request, special reports from the **Step 2** and **Step 3** data bases for prospective employers of foreign students and for scholars interested in international educational exchange. Two types of reports are available: 1) Locator reports and 2) Research reports.

1. ***Locator reports:*** These reports show where (in what institution and state) foreign students from a particular country or group of countries are studying. Two kinds of locator reports are available:
   a) A ***general country report,*** showing the number of students from a specific country attending various institutions of higher education in each state of the United States (e.g., how many Irish students attended which institutions in each state). This report is based on **Step 2** data and is updated annually.

   b) A ***detailed country report,*** giving information on the location of students from a specific country in particular fields or subfields of study and at different academic levels (e.g., how many Saudi Arabian graduate students majoring in engineering attended which institutions in each U.S. state). This report is based on **Step 3** data and is updated biennially.

2. ***Research reports:*** These reports offer special analyses for persons needing information on foreign students from particular countries in subgroups based on field of study, academic level, gender, or in combinations of these attributes. Research reports can answer such questions as: What number or proportion of undergraduate female Indian students study business and management? What is the proportion of women in each of the subfields of engineering at the graduate level? How many of the Peruvian students studying the physical and life sciences are undergraduates and how many are graduate students?

For further information on available analyses and quotations of cost, contact:

Research Division,
Institute of International Education
809 United Nations Plaza
New York, NY 10017-3580
Tel: (212) 984-5348
FAX: (212) 984-5452

2. FOREIGN STUDENTS BY REGIONAL AND NATIONAL ORIGIN

INTRODUCTION

In this chapter we present the characteristics (field of study, academic level, and gender) of foreign students categorized by world region and by leading country or other place of origin. Perhaps the most interesting differences in foreign student populations can be discerned by examining and comparing the profiles of students from within a particular region rather than looking at the foreign student population as a whole. Thus, this chapter presents the characteristics of the students in each region separately. The regions are considered in alphabetical order, with data on each major sending country in that region. Field of study analyses are presented first, followed by academic level analyses (including separate discussions of the characteristics of undergraduate and graduate students), and, finally, gender distribution is presented.

• Note that information on the characteristics of foreign students from countries not analyzed in this chapter can be found in **Appendix C,** which presents the fields of study, academic level, and gender of foreign students from **every country or other place of origin in the world**. Thus, someone interested in the fields of study of Italian students, for instance, should turn to **Table C.1** at the back of the book. Information on the gender and academic level of students by country of origin can be found in **Table C.2 and Table C.3,** respectively.

• Note also that **Tables 2.1 and 2.2** present information on the entire student population collected through the Census of Foreign Students, while all other tables in this and in the following chapters present data on the sample based on the Individual Data Survey. The Census data are included to show the full extent of foreign study in this country and to provide a frame of reference for interpreting proportional distributions which are based on the sample.

AFRICAN STUDENTS

Africans constituted approximately 6% of the U.S. foreign student population in 1989/90 (**Table 2.1**). Close to half came from West Africa and most of these from Nigeria, despite the fact that Nigerian enrollments have plummeted in the last ten years (**Table 2.2**). This sharp drop in the flow of Nigerians in the last decade, tied to falling oil revenues, accounts for much of the decrease of African enrollments overall in this period.

History: Africans have not been a major factor in foreign study in the United States. However, their numbers as well as the proportion of all foreign students they accounted for have fluctuated substantially in the past three decades. In 1949/50, fewer than 1,000 of them could be found in U.S.

2.1 Census of Foreign Students: World Region and Subregion of Origin of Foreign Students, 1989/90

WORLD REGION/ SUBREGION	Number of Students	Percentage of Students
AFRICA, total	**24,570**	**6.4**
Eastern Africa	7,330	1.9
Central Africa	1,800	0.5
North Africa	4,740	1.3
Southern Africa	2,750	0.7
West Africa	7,950	2.0
ASIA, total	**208,110**	**53.8**
East Asia	127,320	32.9
South Central Asia	38,840	10.1
Southeast Asia	41,950	10.8
EUROPE, total	**46,040**	**11.9**
Eastern Europe	3,360	0.9
Western Europe	42,680	11.0
LATIN AMERICA, total	**48,090**	**12.4**
Caribbean	12,580	3.2
Central America	16,540	4.3
South America	18,970	4.9
MIDDLE EAST, total	**37,330**	**9.7**
NORTH AMERICA, total	**18,590**	**4.8**
OCEANIA, total	**4,010**	**1.0**
STATELESS	**110**	**0.1**
ALL REGIONS	**386,850**	**100.0**

2.2 *Annual Census: World Region and Leading Country of Origin of Foreign Students, Selected Years, 1949/50 - 1989/90*

WORLD REGION/ COUNTRY	1949/50		1959/60		1969/70		1979/80[1]		1989/90[1]	
	Number of Students Reported	% of Students Reported	Number of Students Reported	% of Students Reported	Number of Students Reported	% of Students Reported	Number of Students Reported	% of Students Reported	Number of Students Reported	% of Students Reported
AFRICA	**904**	**3.4**	**1,959**	**4.0**	**7,607**	**5.6**	**36,180**	**12.6**	**24,570**	**6.4**
Nigeria	176		258		1,851		16,360		4,480	
Kenya	5		156		492		1,850		2,200	
South Africa	155		181		457		1,170		2,050	
Ethiopia	37		170		540		1,340		2,020	
Egypt	349		490		1,015		1,650		1,700	
ASIA	**6,840**	**25.9**	**17,808**	**36.7**	**49,189**	**36.5**	**81,730**	**28.5**	**208,110**	**53.8**
China	—		—		—		1,000		33,390	
Taiwan	3,637		4,546		12,029		17,560		30,960	
Japan	265		2,168		4,156		12,260		29,840	
India	1,357		3,772		1,327		8,760		26,240	
Korea, Rep. of	258		2,474		3,991		4,890		21,710	
EUROPE	**5,574**	**21.1**	**26,392**	**13.2**	**18,524**	**13.7**	**22,570**	**7.9**	**46,040**	**11.9**
United Kingdom	792		993		4,216		4,280		7,100	
Germany, F.R.	671		720		2,634		3,000		6,750	
France	494		572		1,977		2,250		5,340	
Greece	461		1,095		1,811		3,000		4,430	
Spain	132		443		1,174		1,100		3,640	
LATIN AMERICA	**6,010**	**22.7**	**9,428**	**19.4**	**24,991**	**18.5**	**42,280**	**14.8**	**48,090**	**12.4**
Mexico	825		1,356		2,501		5,650		6,540	
Brazil	423		473		1,349		2,910		3,730	
Colombia	582		687		2,045		3,200		3,320	
Jamaica	290		902		1,353		2,150		2,850	
Peru	252		255		780		1,030		2,750	
MIDDLE EAST	**2,207**	**8.4**	**6,477**	**13.4**	**15,122**	**11.2**	**83,700**	**29.2**	**37,330**	**9.7**
Iran	570		2,507		5,175		51,310		7,440	
Jordan	17		556		909		4,720		5,250	
Lebanon	113		590		1,020		6,040		4,450	
Saudi Arabia	18		93		1,029		9,540		4,110	
Turkey	483		835		1,309		2,210		3,400	
NORTH AMERICA	**4,421**	**16.7**	**5,761**	**11.9**	**13,415**	**9.9**	**15,570**	**5.4**	**16,590**	**4.8**
Canada	4,362		5,679		13,318		15,130		17,870	
OCEANIA	**204**	**0.8**	**2,568**	**1.2**	**2,077**	**1.5**	**4,140**	**1.5**	**4,010**	**1.0**
Australia	149		367		1,077		1,560		1,740	
Pacific Is. Trust Terr.	14		38		326		1,900		960	
STATELESS	**273**	**1.0**	**93**	**0.2**	**4,034**	**3.0**	**170**	**0.1**	**110**	**0.1**
ALL REGIONS	**26,433**		**48,486**		**134,959**		**286,340**		**386,850**	

[1] *Figures for these years are rounded.*

colleges and universities, a mere 3% of all international students. Between 1950 and 1970, their number increased very rapidly, with an over two-fold rise between 1949 and 1959 and an almost five-fold increase between 1969 and 1979. Thus, in 1979/80, a record 36,180 Africans were here, making up a substantial 13% of the overall international student population. From 1979 to 1989, however, African participation shrank consistently, and in 1989/90, only 24,570 Africans studied in this country, representing a mere 6% of all foreign students.

Fields of Study of African Students

For the first time ever, in 1989/90, the most popular field of study of African students was business and management, with 20% of them choosing this field (**Table 2.3**). Engineering, the field chosen most often ten years earlier, attracted only 15% of African students, taking second place. The social sciences, once attracting the largest percentage of Africans, is now selected by 11%, falling to third place in popularity. In 1989/90, math and computer science held a greater share of African students than ever before, enrolling 7%, while the fine arts and humanities enrolled less than 5% of Africans.

Although the percentage of African students in such fields as business and engineering was not very different from that of students from other world regions, their concentration in the health sciences (7%) was exceeded only by North Americans (14%). Also, their numbers in agriculture and education, while rather small, were proportionally higher than those of other regional groups: 5%, as opposed to an average of 2% and 3% for the rest of the world.

History: As shown in **Table 2.4**, the proportion of Africans in business and management fields, a very low 4% in 1950, surged rapidly and steadily in the ensuing three decades and, by the end of the seventies, had reached 19%. In the next ten years, the proportion choosing this field leveled off, showing a small increase from 1980 to 1990. On the contrary, the social sciences, a field traditionally much more popular with Africans than with students from other world regions, experienced steep declines after the early seventies. From being the most popular field in the sixties, chosen by nearly 20%, ten years later this field fell to third place, attracting as few as 12% of Africans in 1980, and, in the following decade, remained in third place, attracting an even lower 11% in 1990. Enrollments in engineering held steady around 15% in the fifties and sixties, making this the second most popular field after the social sciences. By 1980, demand for this field had increased substantially, making it the most popular field, but, since then, it declined again, reverting to the traditional 15%. Other fields such as the physical and life sciences and education also saw declines during this period. During the eighties, enrollments in the humanities increased slightly; although the increase is moderate, it is encouraging when compared to the steady losses in the previous three decades. Similarly, attendance in health science programs was slightly up after steady declines in previous years.

Leading Countries: Students from the leading student-sending African nations of Nigeria, Kenya, South Africa, and Ethiopia tended to prefer business and management over other fields of study in 1989/90, as indicated in **Table 2.3**. Kenyans and Ethiopians were most heavily concentrated in business and management, with 28% and 21%, respectively. Nigerians followed with 20% and South Africans contributed 17%. Despite declines in past years, the social sciences also attracted large proportions of students from leading African nations; over 11% of Nigerians, South Africans, and Kenyans chose the social sciences. In fact, more students from Kenya and South Africa studied social sciences than engineering, which attracted 10% or fewer.

Egyptian students differed from other African students both in their considerable concentration in engineering, with nearly a third (31%) going into this field, and in their attraction to the fine arts, where they were the only African nationality to reach 5%. The concentration of Egyptians in business and management was considerably smaller than the African average (13% compared to 20%). Ethiopians were drawn to the health sciences, mathematics and computer science, and physical and life sciences more frequently and to the social sciences less frequently than Africans overall. South Africans differed from other Africans in their somewhat higher preference for education, the humanities, and the social sciences and their lower preference for engineering and math and computer science. Kenyan students' enrollment in business and management, at 28%, surpassed not only the regional average, but the world average as well.

As **Table 2.5** shows, field-of-study choices have differed over time among students from the various leading African countries, although certain uniformities can be discerned. Students from all countries, except Ethiopia, have been moving away from

2.3 *Field of Study of Foreign Students by World Region and Leading Country of Origin, 1989/90*

WORLD REGION/ COUNTRY	FIELD OF STUDY (Percentages)													Students Reported
	AGRI	BUS/ MGMT	EDUC	ENGR	FINE ARTS	HLTH SCI	HUM	MATH/ COMP	PHYS SCI	SOC SCI	OTHR	INT ENGL	NOT DECL	
AFRICA	**5.3**	**19.6**	**5.0**	**15.1**	**2.6**	**7.2**	**4.9**	**7.0**	**8.0**	**10.7**	**8.6**	**0.8**	**5.1**	**15,179**
Nigeria	3.2	20.4	10.2	12.3	2.9	10.1	4.5	5.8	5.3	11.2	9.2	0.2	4.5	2,624
Kenya	6.1	28.1	4.1	8.4	2.2	6.4	6.4	6.1	6.1	12.2	8.8	0.1	5.0	1,304
South Africa	1.6	17.2	9.1	9.4	3.7	6.7	7.1	5.1	9.0	12.9	11.4	0.2	6.6	1,275
Ethiopia	2.9	20.8	2.0	14.0	2.1	9.5	2.5	9.7	10.9	6.6	11.3	1.6	6.0	1,233
Egypt	3.4	13.0	2.0	31.3	5.0	5.9	3.1	8.9	9.8	7.6	4.6	0.6	4.8	1,131
ASIA	**1.7**	**19.1**	**2.8**	**21.5**	**4.9**	**2.8**	**3.4**	**11.6**	**11.0**	**7.6**	**7.0**	**2.6**	**4.2**	**128,232**
China	2.3	8.1	2.9	20.1	3.0	3.5	3.1	13.2	28.5	7.4	4.1	0.9	2.9	21,753
Taiwan	1.9	16.5	4.7	26.0	4.9	3.1	2.3	15.7	10.2	4.9	5.6	1.2	3.2	17,819
Japan	0.5	21.4	3.6	5.1	8.3	1.3	7.5	3.2	2.7	11.6	15.1	10.7	8.9	18,584
India	1.3	15.5	1.1	35.3	2.2	3.0	1.8	16.9	10.6	5.9	4.0	0.1	2.3	17,350
Korea, Rep. of	1.7	14.7	3.3	18.5	7.3	1.9	6.2	9.3	12.4	11.6	6.5	3.1	3.4	12,916
EUROPE	**1.2**	**20.8**	**2.4**	**11.5**	**6.7**	**3.0**	**8.4**	**6.1**	**8.3**	**11.1**	**10.5**	**1.2**	**8.7**	**27,823**
United Kingdom	0.7	18.5	4.1	7.6	7.5	3.8	7.9	3.3	8.6	14.4	13.3	0.1	10.3	4,254
Germany, F.R.	1.0	15.8	2.3	9.2	6.9	2.2	11.4	5.4	10.9	14.1	10.8	0.8	9.2	4,318
France	1.1	30.0	1.2	12.8	5.2	2.2	9.5	3.4	6.3	7.1	10.0	1.7	9.3	3,097
Greece	1.5	15.3	2.8	22.7	4.3	3.1	3.5	13.4	12.4	10.3	5.9	1.1	3.8	2,638
Spain	2.2	22.9	1.6	10.3	5.6	2.6	13.0	5.2	5.2	9.0	9.4	2.1	10.9	2,245
LATIN AMERICA	**3.4**	**18.6**	**3.3**	**14.0**	**4.7**	**4.1**	**3.8**	**5.8**	**5.8**	**7.9**	**16.3**	**2.2**	**9.9**	**29,977**
Mexico	4.6	17.6	3.2	13.1	5.4	2.6	6.2	6.6	8.1	8.1	8.4	4.1	12.1	3,638
Brazil	4.2	14.0	3.6	13.4	8.7	3.0	5.5	6.8	8.5	9.1	11.8	4.7	6.7	2,282
Colombia	3.0	15.2	3.0	15.6	6.1	3.4	5.7	5.6	5.7	8.0	15.8	4.5	8.6	2,092
Jamaica	1.3	27.0	4.0	9.4	3.4	8.6	2.7	7.6	5.8	7.3	16.2	0.1	6.4	1,484
Peru	1.9	22.9	2.6	13.3	3.8	2.2	3.7	5.5	4.9	11.0	18.2	2.0	8.0	1,722
MIDDLE EAST	**1.2**	**14.8**	**2.3**	**31.9**	**3.3**	**4.7**	**1.7**	**11.5**	**6.8**	**7.3**	**7.1**	**2.3**	**5.0**	**22,613**
Iran	1.4	6.8	2.1	29.1	2.3	11.8	1.0	11.3	14.2	5.2	9.0	1.0	4.7	4,556
Jordan	0.6	18.0	2.2	37.7	2.3	2.7	1.7	10.8	4.7	5.5	5.8	3.6	4.3	2,891
Lebanon	0.8	15.8	1.3	40.0	3.8	4.4	1.2	11.1	4.3	4.0	7.4	1.1	4.7	2,822
Saudi Arabia	1.4	13.9	4.6	25.8	2.6	2.5	2.5	17.1	3.9	10.4	6.5	3.5	5.4	2,605
Turkey	1.8	20.8	2.1	27.8	3.1	1.5	1.8	8.0	7.5	10.6	4.9	3.8	6.4	2,159
NORTH AMERICA	**1.5**	**14.7**	**8.8**	**7.5**	**7.4**	**13.7**	**6.4**	**2.3**	**6.1**	**12.5**	**11.2**	**0.1**	**8.0**	**11,283**
Canada	1.5	13.8	8.8	7.5	7.4	14.1	6.5	2.3	6.2	12.6	11.1	0.1	8.0	10,773
OCEANIA	**2.1**	**18.3**	**7.8**	**5.0**	**5.7**	**5.0**	**8.6**	**6.0**	**5.7**	**12.6**	**12.3**	**5.0**	**6.0**	**2,360**
Australia	2.2	14.9	9.0	5.3	8.8	7.2	12.6	4.1	6.9	11.5	11.5	0.5	5.6	1,089
Pacific Is. Trust Terr.	0.4	21.2	2.2	6.2	—	3.7	3.3	9.2	2.6	16.1	27.5	—	7.7	273
ALL REGIONS	**2.0**	**18.6**	**3.2**	**19.1**	**4.9**	**4.0**	**4.1**	**9.4**	**9.2**	**8.5**	**8.9**	**2.2**	**5.8**	**237,467**

—No students were reported in this category.

the physical and life sciences, the trend being most pronounced among Nigerians. The social sciences have also seen a loss in enrollments in the period from 1949 to 1989, except among Nigerians, albeit to a lesser extent than the physical and life sciences. As in many countries worldwide, proportions in mathematics and computer science have increased uniformly for all leading African nations, showing gains in these fields averaging 3%. Large and increasing concentrations in business and management have historically been the norm in each of the leading sender nations of Africa, with the exception of Egypt, where the proportion of engineering students has been much greater. In 1989/90, the popularity of business and management did decline slightly among students from two African nations: Nigeria and Egypt both lost business students, most likely to engineering.

Academic Levels of African Students

Roughly 40% of foreign students from Africa were studying at the graduate level, up 5% from 1979 (**Table 2.6 and Figure 2.A**). Undergraduate enrollments, at 57%, were lower than enrollments at this level ten years earlier. This pattern represents a reversal of trends in the past, when rising undergraduate proportions were the rule (**Table 2.7**). The seventies saw a shift in African enrollments from the graduate to undergraduate levels, over 60% being undergraduates during this period. This distribution held constant for several years, until the mid-eighties, when graduate enrollments began to increase once again.

Leading Countries: Of the leading sender nations from Africa, Egypt (61%) had the highest proportion of students studying at the graduate level, despite the fact that this share has been rapidly declining since the early seventies (**Table 2.6**). The Kenyan and Ethiopian students were predominantly undergraduates (72% and 75%, respectively), while South Africans (59%) and Nigerians (60%) were closest to the overall African undergraduate average of 57%.

Historical data on the flows from individual countries, presented in **Table 2.8**, show that the proportions of Nigerians who studied at the graduate and undergraduate levels have varied substantially over the last three decades. While nearly half of them (47%) were graduate students in the mid-fifties, this proportion fell to a low 27% in 1979, only to rise to 38% in 1989. Egypt's percentage of graduate students dropped below 70% in 1989/90 for the first time since data were collected. The most violent swing from graduate to undergraduate enrollment, however, occurred among the Ethiopians; while 40% of all Ethiopians studying in the United States during the sixties and seventies were in graduate programs, only 22% of them were in such programs in 1989/90. South African students were evenly divided among graduate and undergraduate levels in the fifties, but by the end of the sixties, only 31% of them were undergraduates. In the following decade, graduate and undergraduate proportions evened out again, but graduate enrollments fell considerably between 1980 and 1990 to 39%. Comparatively low until 1959/60, the share of graduate students from Kenya nearly tripled in the next decade to 43%, then declined drastically during the seventies to about 25%, rising only marginally to 26% by 1989/90.

Undergraduate African Students

Undergraduate Africans constituted 3% of all foreign students in the United States in 1989/90. Approximately 66% of them were male (**Table 2.9 and Figure 2.B**), the second-highest male proportion after Middle Easterners. As with students from other world regions, African undergraduates preferred business and management, chosen by 27%, and engineering, chosen by a relatively low 14%, to other fields of study (**Table 2.10**). Each of the other fields of study drew fewer than 10% of them, with the exception of the catchall category of "other fields," which enrolled almost 11%.

The high proportion of African undergraduates in the field of business and management is partly explained by the high enrollment of Kenyans in this field. At 35%, it was the second largest undergraduate proportion in this field of any leading nationality group worldwide. Only Turkey, with 37% (**Table 2.10**), had more. Nigerian undergraduates were more heavily concentrated in education (9% compared to 4% for all of Africa) and health sciences (13% compared to 8% for the region). South African undergraduates were overrepresented in the social sciences and underrepresented in engineering, while Ethiopia and Egypt had the greatest proportions of undergraduates in engineering and math and computer science.

Graduate African Students

African graduate students accounted for approximately 2% of all foreign students in this country in

2.4 *Field of Study of Foreign Students by World Region of Origin, Selected Years, 1949/50-1989/90*

WORLD REGION/ YEAR	FIELD OF STUDY (Percentages)													Number of Students Reported
	AGRI	BUS/ MGMT	EDUC	ENGR	FINE ARTS	HLTH SCI	HUM	MATH/ COMP	PHYS SCI	SOC SCI	OTHR[1]	INT ENGL	NOT DECL	
AFRICA														
1949/50	11.0	4.4	7.6	14.9	2.1	10.5	8.6	—	10.1	9.7	21.1	—	—	525
1959/60	5.0	7.6	8.0	13.7	4.1	9.2	8.5	1.5	13.7	18.8	5.3	—	4.6	1,959
1969/70	4.7	11.7	6.3	16.0	3.1	6.4	6.3	2.2	13.5	19.4	5.4	—	5.0	7,607
1979/80	6.4	19.1	5.7	19.8	3.4	5.6	3.9	2.9	9.2	12.1	6.0	0.6	5.3	19,401
1989/90	5.3	19.6	5.0	15.1	2.6	7.2	4.9	7.0	8.0	10.7	8.6	0.8	5.1	15,179
ASIA														
1949/50	4.5	7.0	7.0	23.0	4.1	5.5	8.9	—	9.5	10.8	19.7	—	—	6,218
1959/60	2.5	8.9	5.1	21.4	4.8	7.1	7.9	3.0	16.5	14.0	6.1	—	2.7	17,808
1969/70	2.7	11.1	4.3	28.5	4.1	4.0	6.0	4.9	17.5	9.4	3.9	—	3.6	51,033
1979/80	2.1	20.0	3.7	20.9	4.3	3.6	5.1	7.2	10.8	8.8	6.0	1.6	5.9	42,405
1989/90	1.7	19.1	2.8	21.5	4.9	2.8	3.4	11.6	11.0	7.6	7.0	2.6	4.2	128,232
EUROPE														
1949/50	2.0	7.4	4.2	15.4	4.5	7.4	14.8	—	8.0	12.3	24.0	—	—	3,286
1959/60	2.5	7.7	3.5	17.9	5.1	7.3	16.2	2.2	12.9	13.7	7.8	—	3.2	6,392
1969/70	1.6	12.2	4.4	15.8	5.6	3.4	17.5	2.5	10.1	13.4	7.6	—	5.9	18,524
1979/80	1.6	14.0	3.9	14.8	6.1	4.1	11.1	4.1	9.4	11.7	7.8	1.2	10.2	12,702
1989/90	1.2	20.8	2.4	11.5	6.7	3.0	8.4	6.1	8.3	11.1	10.5	1.2	8.7	27,823
LATIN AMERICA														
1949/50	3.8	12.6	3.6	26.4	4.8	9.4	10.1	—	5.0	4.4	19.9	—	—	3,875
1959/60	5.2	9.1	4.3	26.7	4.9	7.8	12.5	1.0	8.4	7.0	8.8	—	4.3	9,428
1969/70	3.8	12.6	4.2	17.4	4.0	5.8	13.3	2.0	8.7	11.6	11.4	—	5.2	24,991
1979/80	6.2	14.4	5.1	20.1	4.3	3.8	5.3	3.2	8.0	8.3	6.7	6.8	7.8	22,291
1989/90	3.4	18.6	3.3	14.0	4.7	4.1	3.8	5.8	5.8	7.9	16.3	2.2	9.9	29,977
MIDDLE EAST														
1949/50	5.6	5.9	3.7	32.1	4.8	11.0	6.9	—	6.0	9.0	15.0	—	—	1,803
1959/60	4.4	5.7	4.0	38.8	5.3	6.8	3.8	1.8	10.8	9.7	5.3	—	3.6	6,477
1969/70	2.1	9.2	3.1	36.4	4.9	3.5	5.6	3.2	10.6	12.1	4.5	—	4.8	13,278
1979/80	1.2	12.4	3.1	42.4	3.7	2.6	2.0	5.2	6.1	6.9	5.6	2.5	6.3	41,711
1989/90	1.2	14.8	2.3	31.9	3.3	4.7	1.7	11.5	6.8	7.3	7.1	2.3	5.0	22,613
NORTH AMERICA														
1949/50	4.2	7.4	6.9	10.6	5.2	13.0	16.2	—	9.6	8.0	18.9	—	—	4,362
1959/60	1.7	10.8	8.4	16.3	5.6	8.8	16.1	1.7	11.1	10.8	7.1	—	1.6	5,761
1969/70	2.3	11.5	15.5	8.2	7.0	4.6	10.8	2.0	9.3	15.6	8.8	—	4.4	13,415
1979/80	2.0	12.5	12.8	7.5	9.8	6.6	10.8	1.8	5.8	10.7	10.0	0.2	9.5	8,698
1989/90	1.5	14.7	8.8	7.5	7.4	13.7	6.4	2.3	6.1	12.5	11.2	0.1	8.0	11,283
OCEANIA														
1949/50	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1959/60	5.1	7.2	8.1	9.3	5.3	11.3	15.7	1.6	17.2	13.4	4.8	—	1.0	568
1969/70	3.4	10.3	16.6	7.6	5.5	5.3	9.0	3.3	11.5	15.2	7.3	—	5.0	2,077
1979/80	3.2	16.1	14.6	5.0	4.1	7.6	8.5	2.7	6.8	13.9	10.7	—	6.8	2,489
1989/90	2.1	18.3	7.8	5.0	5.7	5.0	8.6	6.0	5.7	12.6	12.3	5.0	6.0	2,360
ALL REGIONS														
1949/50	4.3	8.3	5.3	19.5	4.4	9.3	11.9	—	7.9	8.7	20.4	—	—	26,433
1959/60	3.3	8.5	5.1	23.3	5.0	7.6	10.4	2.1	12.9	11.9	6.8	—	3.1	48,486
1969/70	2.7	11.5	5.8	22.0	4.7	4.4	9.4	3.3	12.6	11.7	7.1	—	4.8	134,959
1979/80	3.0	15.9	4.8	25.0	4.5	3.9	5.0	4.8	8.3	9.1	6.5	2.4	6.8	150,878
1989/90	2.0	18.6	3.2	19.1	4.9	4.0	4.1	9.4	9.2	8.5	8.9	2.2	5.8	237,467

[1] *Fields of study included in this category were not specified in 1949/50.*

— *No students were reported in this category.*

1989/90. Eight of every ten (80%) were male (**Table 2.9 and Figure 2.B**); thus, of all regional groups except Middle Easterners, Africans had the lowest proportion of women at the graduate level. African graduate students were more evenly distributed among the major fields of study, as indicated in **Table 2.10**, than were undergraduates. Engineering was the most frequently chosen field, attracting 17% of African graduate students, followed by the social sciences with 15%. The business and management field was chosen by only 10% of graduate students, compared to 27% of undergraduates. African graduate students also enrolled in substantial proportions in the physical and life sciences (11%) and agriculture (at 10%, the highest proportion of any region).

Field-of-study distributions of graduate students from the leading African countries varied substantially, as can be seen in **Table 2.10**. Higher proportions of Nigerians than of other African graduate students majored in business and management (13%), and an above-average proportion of Nigerians studied education (12%). On the other hand, these students showed little preference for the physical and life sciences, health sciences, and agriculture. Kenyan graduate students were enrolled in significantly above-average proportions in the social sciences (18%), humanities (16%), and agriculture (12%). However, they were underrepresented in engineering (9%) and math and computer science (4%). Egyptian graduate students, like the undergraduates from that country, favored engineering strongly (35%), choosing it twice as often as all Africans, and eschewed business and management (6%), education (3%), and the humanities (4%). Ethiopians overwhelmingly chose the physical and life sciences over other fields and in much greater proportions (21%) than students from other leading African nations; they were also particularly attracted to the health sciences (12%). South Africans chose social sciences (15%) and humanities (13%) most often.

Gender of African Students

Nearly three-quarters (72%) of African students in the United States in 1989/90 were male (**Table 2.11 and Figure 2.C**). The proportion of male Nigerian students was in keeping with this average at 73%, while the proportion of Egyptian students who were men (82%) was considerably higher. Interestingly, South Africa and especially Ethiopia sent comparatively high proportions of women: 34% of South African and 41% of Ethiopian students were female.

ASIAN STUDENTS

Over half (54%) of the 386,850 foreign students who attended U.S. institutions of higher education in 1989/90 came from Asia, their share of the foreign student population being over four times that of the next leading regional group, Latin Americans (**Table 2.2**). Six out of ten of all Asian students (33% of the entire foreign student population) were from East Asia; the remainder was comprised of South and Central Asians and Southeast Asians in equal proportions of 20% each (**Table 2.1**). Asian students already accounted for over one-third of all foreign students in the sixties and early seventies, but their share shrank in the late seventies and early eighties, partly due to a great influx of Middle Easterners. With the drastic decrease in Iranian and other Middle Eastern student flows since 1979 and a simultaneous increase in the flow of students from Southeast and East Asia (particularly from China, the flow from which grew dramatically in the past decade), Asia not only regained its lead but reached an all time high by 1989/90 (**Table 2.2**).

Fields of Study of Asian Students

The field of study that enrolled the largest group of Asian students (22%) was engineering. Business and management was not far behind in popularity, however, attracting close to one-fifth of students from this region (19%). Mathematics and computer science was chosen by a healthy 12%, the physical and life sciences drew 11%, while each of the other fields of study enrolled fewer than 8% of Asians (**Table 2.3 and Figure 2.A**).

History: A comparison of the distribution of Asians among the various fields of study in 1989/90 with the distribution in the past three decades (**Table 2.4**) reveals comparatively little fluctuation in more recent years. Enrollments in business and management doubled in the seventies, but there has been virtually no change since 1979/80. Engineering, traditionally in high demand, has remained so, while the physical and life sciences have lost fewer than 1% in the last decade. Mathematics and computer science is the only field to display substantial growth in recent years; enrollments here have nearly doubled since 1979/80, from 7% to 12%. It is worth noting that the humanities, the health sci-

2.5 *Field of Study of Foreign Students by Leading Country Within World Region of Origin, Selected Years, 1949/50 - 1989/90*

REGION/ COUNTRY/YEAR	FIELD OF STUDY (Percentages)													Students Reported
	AGRI	BUS/ MGMT	EDUC	ENGR	FINE ARTS	HLTH SCI	HUM	MATH/ COMP	PHYS SCI	SOC SCI	OTHR[1]	INT ENGL	NOT DECL	
AFRICA														
Nigeria														
1949/50	2.3	3.4	11.4	8.5	0.6	17.6	20.4	...	9.1	10.2	16.5	...	...	176
1959/60	3.9	3.5	8.5	10.8	2.7	13.5	3.9	1.2	15.9	24.0	4.7	...	7.4	258
1969/70	4.7	14.4	7.0	13.1	3.1	9.7	4.7	1.9	14.9	18.4	4.4	...	3.7	1,851
1979/80	7.2	22.3	6.6	18.3	5.1	6.9	2.1	1.7	9.0	9.9	6.1	—	4.3	8,353
1989/90	3.2	20.4	10.2	12.3	2.9	10.1	4.5	5.8	5.3	11.2	9.2	0.2	4.5	2,624
Kenya														
1949/50	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1959/60	1.3	8.3	4.5	8.3	1.3	7.7	4.5	1.3	14.1	39.7	3.9	...	5.1	156
1969/70	5.7	12.2	6.3	7.7	1.6	5.1	4.9	2.2	13.8	27.3	8.3	...	4.9	492
1979/80	6.2	24.9	8.2	6.1	1.7	5.0	6.7	1.6	9.8	16.3	7.0	—	6.5	1,086
1989/90	6.1	28.1	4.1	8.4	2.2	6.4	6.4	6.1	6.1	12.2	8.8	0.1	5.0	1,304
South Africa														
1949/50	5.8	6.5	3.2	12.3	3.9	16.1	29.7	1.3	11.6	8.0	1.9	...	...	155
1959/60	5.5	6.6	3.3	9.9	8.3	12.7	21.0	2.7	14.9	13.3	—	...	1.7	181
1969/70	1.7	12.7	6.3	13.1	5.0	5.7	12.5	3.7	12.7	12.9	6.1	...	7.4	457
1979/80	2.2	14.3	6.4	10.4	7.1	8.8	13.0	2.5	6.4	16.3	7.9	—	7.4	645
1989/90	1.6	17.2	9.1	9.4	3.7	6.7	7.1	5.1	9.0	12.9	11.4	0.2	6.6	1,275
Ethiopia														
1949/50	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1959/60	2.9	12.3	11.8	17.1	5.9	...	10.0	6.5	10.6	18.8	4.1	...	...	170
1969/70	7.0	15.6	7.0	15.2	3.1	5.7	2.2	0.4	7.8	23.2	9.1	...	3.7	540
1979/80	5.6	12.8	3.0	13.1	2.1	5.9	4.4	4.7	13.1	19.9	6.5	—	8.9	697
1989/90	2.9	20.8	2.0	14.0	2.1	9.5	2.5	9.7	10.9	6.6	11.3	1.6	6.0	1,233
Egypt														
1949/50	15.5	4.9	5.7	18.0	2.9	6.9	2.6	...	10.6	9.4	23.5	...	...	349
1959/60	2.2	9.8	11.0	16.5	4.3	8.2	8.2	2.0	15.5	13.3	4.9	...	4.1	490
1969/70	4.8	7.7	2.0	30.9	3.0	5.2	8.1	3.4	16.3	11.8	2.9	...	3.9	1,015
1979/80	4.4	13.6	8.1	27.7	2.7	4.3	4.1	6.1	12.5	6.7	5.2	0.5	4.1	930
1989/90	3.4	13.0	2.0	31.3	5.0	5.9	3.1	8.9	9.8	7.6	4.6	0.6	4.8	1,131
ASIA														
China														
1949/50	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1959/60	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1969/70	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1979/80	7.3	10.9	5.3	12.7	3.2	4.4	5.6	9.1	16.5	6.5	3.5	8.6	6.2	339
1989/90	2.3	8.1	2.9	20.1	3.0	3.5	3.1	13.2	28.5	7.4	4.1	0.9	2.9	21,753
Taiwan														
1949/50	3.9	6.9	6.8	21.9	4.0	4.7	8.5	...	10.9	12.0	20.4	...	...	3,637
1959/60	1.4	4.9	3.7	27.8	5.4	6.6	6.5	4.4	21.6	8.2	6.7	...	2.8	4,546
1969/70	3.2	6.6	3.6	28.9	2.9	2.5	4.9	8.7	25.0	6.2	3.8	...	3.7	12,029
1979/80	2.0	16.7	3.3	26.9	3.4	2.7	3.2	12.0	15.3	6.8	4.8	0.4	2.5	9,099
1989/90	1.9	16.5	4.7	26.0	4.9	3.1	2.3	15.7	10.2	4.9	5.6	1.2	3.2	17,819
Japan														
1949/50	1.1	13.2	3.4	9.3	9.0	3.3	18.4	1.5	11.2	21.4	6.6	—	1.6	1,572
1959/60	1.2	14.7	4.3	10.0	9.3	4.1	14.4	2.1	13.5	16.9	7.2	—	2.3	2,168
1969/70	1.2	15.9	5.3	12.2	11.4	2.5	18.8	3.5	8.6	15.0	1.9	—	3.7	4,156
1979/80	1.0	19.2	3.6	7.0	7.58	2.2	11.8	3.4	5.0	12.7	9.4	6.3	10.6	6,566
1989/90	0.5	21.4	3.6	5.1	8.3	1.3	7.5	3.2	2.7	11.6	15.1	10.7	8.9	18,584
India														
1949/50	8.1	5.9	4.8	36.5	2.6	5.4	4.9	...	8.0	6.0	17.8	...	...	1,359
1959/60	4.4	8.4	3.4	34.1	1.7	6.0	4.2	3.3	19.6	9.1	3.1	...	2.7	3,772
1969/70	2.8	7.1	2.5	48.8	1.6	2.2	3.6	3.3	17.4	5.8	2.0	...	2.9	11,327
1979/80	1.6	20.5	2.1	30.7	1.7	3.0	4.1	6.6	16.3	6.5	1.0	—	2.9	5,073
1989/90	1.3	15.5	1.1	35.3	2.2	3.0	1.8	16.9	10.6	5.9	4.0	0.1	2.3	17,350
Korea, Rep. of														
1949/50	2.7	3.5	6.6	8.1	7.0	8.1	19.4	...	6.6	17.5	20.5	...	...	258
1959/60	1.2	9.7	3.9	14.4	6.3	6.2	11.4	2.5	13.8	28.0	2.6	...	...	2,474
1969/70	2.0	10.8	3.9	20.7	7.2	3.1	10.7	5.2	15.0	14.3	3.9	...	3.2	3,991
1979/80	1.7	15.5	2.9	17.5	8.5	2.2	10.1	5.2	10.8	13.8	5.0	1.4	5.4	2,633
1989/90	1.7	14.7	3.3	18.5	7.3	1.9	6.2	9.3	12.4	11.6	6.5	3.1	3.4	12,916

continued on next page

2.5 *(continued)*

REGION/ COUNTRY/YEAR	FIELD OF STUDY (Percentages)													Students Reported
	AGRI	BUS/ MGMT	EDUC	ENGR	FINE ARTS	HLTH SCI	HUM	MATH/ COMP	PHYS SCI	SOC SCI	OTHR[1]	INT ENGL	NOT DECL	
EUROPE														
United Kingdom														
1949/50	1.1	6.3	2.8	14.6	5.6	13.5	13.5	...	10.6	9.8	22.2	...	...	829
1959/60	2.6	6.5	2.9	9.8	4.1	12.4	15.7	2.2	17.9	17.3	5.5	...	3.1	993
1969/70	1.6	12.7	6.9	11.4	6.7	3.5	12.2	2.3	12.0	15.8	7.7	...	7.2	4,216
1979/80	1.7	14.2	6.0	10.6	7.3	4.6	10.5	3.8	10.1	12.9	8.5	—	9.8	2,572
1989/90	0.7	18.5	4.1	7.6	7.5	3.8	7.9	3.3	8.6	14.4	13.3	0.1	10.3	4,254
Germany, F.R.														
1949/50	1.3	3.7	7.5	4.8	4.2	4.3	19.9	...	7.2	21.0	26.1	...	...	671
1959/60	1.9	5.5	2.1	10.6	5.5	5.8	26.3	1.7	11.7	15.6	10.0	...	3.3	720
1969/70	1.3	9.3	4.0	11.0	5.2	3.5	25.1	1.9	8.7	14.2	9.0	...	6.8	2,634
1979/80	0.8	10.4	3.1	8.3	5.9	3.6	17.0	5.4	9.9	13.1	10.7	1.2	10.6	1,731
1989/90	1.0	15.8	2.3	9.2	6.9	2.2	11.4	5.4	10.9	14.1	10.8	0.8	9.2	4,318
France														
1949/50	1.6	8.5	3.2	11.5	2.6	4.9	16.0	...	6.7	13.4	31.6	...	...	506
1959/60	1.4	13.3	1.8	18.2	3.8	7.3	18.9	2.3	13.5	10.1	7.5	...	1.9	572
1969/70	0.9	17.7	1.9	17.1	4.3	2.0	25.6	1.8	7.3	10.8	5.5	...	5.1	1,977
1979/80	0.9	17.8	1.1	17.6	6.4	6.7	16.5	2.5	5.5	8.4	6.0	1.8	8.8	1,255
1989/90	1.1	30.0	1.2	12.8	5.2	2.2	9.5	3.4	6.3	7.1	10.0	1.7	9.3	3,097
Greece														
1949/50	1.5	7.6	3.3	19.5	3.9	8.7	13.0	...	10.2	10.8	21.5	...	...	461
1959/60	1.9	6.1	5.2	29.9	4.2	4.8	7.5	3.3	14.5	12.0	6.9	...	3.7	1,095
1969/70	1.2	6.2	2.3	31.8	5.1	2.2	10.3	3.8	13.1	12.3	6.7	...	5.0	1,811
1979/80	1.3	12.8	2.3	32.7	4.2	2.0	4.7	5.4	11.8	10.8	5.2	1.3	5.5	1,623
1989/90	1.5	15.3	2.8	22.7	4.3	3.1	3.5	13.4	12.4	10.3	5.9	1.1	3.8	2,638
Spain														
1949/50	...	...	...	...	...	...	...	...	...	...	...	...	...	132
1959/60	1.5	9.3	3.0	13.4	3.7	5.9	35.7	1.9	13.0	11.5	1.1	—	—	276
1969/70	2.0	8.0	6.5	15.7	2.6	1.6	37.4	1.6	9.5	14.8	—	—	—	494
1979/80	3.5	12.9	2.4	16.0	4.2	2.4	13.4	4.5	10.6	13.4	5.4	2.8	8.5	425
1989/90	2.2	22.9	1.6	10.3	5.6	2.6	13.0	5.2	5.2	9.0	9.4	2.1	10.9	2,245
LATIN AMERICA														
Mexico														
1949/50	5.0	9.6	1.9	23.8	3.9	5.7	16.4	...	5.1	3.3	25.3	...	...	825
1959/60	5.8	9.7	2.3	16.8	4.7	3.1	37.6	0.7	7.5	3.9	6.1	...	1.8	1,356
1969/70	3.9	15.3	4.2	16.9	5.1	4.7	15.2	3.6	7.7	10.9	7.2	...	5.3	2,501
1979/80	5.8	10.7	4.2	16.0	4.0	2.9	3.6	3.6	7.4	8.1	7.1	20.0	6.6	3,642
1989/90	4.6	17.6	3.2	13.1	5.4	2.6	6.2	6.6	8.1	8.1	8.4	4.1	12.1	3,638
Brazil														
1949/50	3.8	8.0	3.5	33.8	5.2	6.2	9.2	...	6.6	7.6	16.1	...	...	423
1959/60	1.1	8.2	11.6	21.1	5.1	8.7	12.0	1.1	9.9	10.8	4.7	...	5.7	473
1969/70	6.6	10.1	4.9	19.0	4.6	3.0	13.1	3.4	10.5	16.2	4.7	...	3.9	1,349
1979/80	10.4	11.5	6.6	15.5	6.2	3.0	7.7	3.7	9.9	10.8	6.0	1.6	7.1	1,591
1989/90	4.2	14.0	3.6	13.4	8.7	3.0	5.5	6.8	8.5	9.1	11.8	4.7	6.7	2,282
Colombia														
1949/50	4.1	10.8	0.9	33.2	9.8	6.6	5.3	...	4.8	4.6	19.9	...	...	582
1959/60	7.3	8.3	1.6	38.8	4.5	9.2	6.4	0.6	7.4	7.7	6.0	...	2.2	687
1969/70	6.9	11.8	4.4	21.0	3.5	3.5	16.0	1.9	9.0	12.8	4.1	...	5.1	2,045
1979/80	6.5	17.1	3.8	19.7	3.7	3.3	5.1	3.7	6.9	8.7	6.4	5.5	96.0	1,446
1989/90	3.0	15.2	3.0	15.6	6.1	3.4	5.7	5.6	5.7	8.0	15.8	4.5	8.6	2,092
Jamaica														
1949/50	5.5	2.4	9.0	2.1	1.7	32.8	11.7	...	7.2	6.9	20.7	—	—	290
1959/60	6.0	5.1	9.6	12.4	3.6	9.6	10.3	2.6	10.3	8.1	10.0	—	12.4	902
1969/70	2.5	15.0	6.1	12.8	4.4	10.4	8.1	2.0	13.7	13.4	6.0	—	5.6	1,353
1979/80	5.4	13.5	12.8	13.8	3.7	7.6	4.3	2.4	9.8	9.7	11.0	—	6.0	1,148
1989/90	1.3	27.0	4.0	9.4	3.4	8.6	2.7	7.6	5.8	7.3	16.2	0.1	6.4	1,484
Peru														
1949/50	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1959/60	8.2	13.1	5.1	29.4	22.6	0.3	16.5	—	1.0	2.3	—	—	—	388
1969/70	4.8	19.6	2.9	23.0	3.1	3.9	16.7	2.9	13.1	15.3	0.7	—	—	1,134
1979/80	2.3	21.9	3.1	25.1	3.9	2.4	5.6	3.0	6.6	10.6	5.6	2.0	8.3	933
1989/90	1.9	22.9	2.6	13.3	3.8	2.2	3.7	5.5	4.9	11.0	18.2	2.0	8.0	1,722

continued on next page

2.5 *(continued)*

REGION/ COUNTRY/YEAR	FIELD OF STUDY (Percentages)													Students Reported
	AGRI	BUS/ MGMT	EDUC	ENGR	FINE ARTS	HLTH SCI	HUM	MATH/ COMP	PHYS SCI	SOC SCI	OTHR[1]	INT ENGL	NOT DECL	
MIDDLE EAST														
Iran														
1949/50	3.0	8.1	3.2	18.9	4.0	20.0	11.4	...	5.4	10.7	15.3	...	...	570
1959/60	5.9	3.6	2.9	43.9	6.3	9.2	3.0	1.4	9.6	5.8	4.6	...	3.8	2,507
1969/70	1.9	6.9	1.9	44.7	4.6	3.0	4.8	3.3	10.5	9.3	3.5	...	5.6	5,175
1979/80	1.2	11.5	2.5	44.7	4.3	2.5	1.5	5.9	6.6	5.8	5.7	1.3	6.5	25,526
1989/90	1.4	6.8	2.1	29.1	2.3	11.8	1.0	11.3	14.2	5.2	9.0	1.0	4.7	4,556
Jordan														
1949/50	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1959/60	2.9	6.6	3.4	33.4	2.0	7.7	2.0	2.5	16.4	16.4	4.0	...	2.7	556
1969/70	1.2	11.8	4.2	33.2	1.9	4.5	5.9	3.9	114.0	12.4	6.2	...	3.4	909
1979/80	0.4	10.4	2.8	50.8	2.0	1.7	2.6	4.8	4.2	5.1	4.7	4.6	5.9	2,236
1989/90	0.6	18.0	2.2	37.7	2.3	2.7	1.7	10.8	4.7	5.5	5.8	3.6	4.3	2,891
Lebanon														
1949/50	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1959/60	1.0	6.1	3.1	45.4	3.9	5.8	2.9	2.2	11.7	8.6	5.9	...	3.4	590
1969/70	0.9	9.7	2.2	41.8	4.6	6.3	4.7	3.7	9.6	8.7	4.2	...	3.6	1,020
1979/80	0.8	11.9	0.7	52.1	3.1	3.6	1.3	4.0	4.6	2.7	5.9	4.3	5.0	3,097
1989/90	0.8	15.8	1.3	40.0	3.8	4.4	1.2	11.1	4.3	4.0	7.4	1.1	4.7	2,822
Saudi Arabia														
1949/50	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1959/60	4.3	15.1	1.1	20.4	2.1	6.5	1.1	...	7.5	23.7	16.1	...	2.1	93
1969/70	1.3	12.8	2.9	31.9	3.1	1.2	3.2	3.1	7.7	18.5	7.3	...	7.0	1,029
1979/80	1.2	14.5	7.4	30.0	2.1	2.8	2.0	3.9	4.2	12.9	5.6	6.6	6.8	4,795
1989/90	1.4	13.9	4.6	25.8	2.6	2.5	2.5	17.1	3.9	10.4	6.5	3.5	5.4	2,605
Turkey														
1949/50	3.3	4.1	1.5	55.1	3.1	3.7	2.9	...	5.4	5.4	15.5	—	—	483
1959/60	2.5	5.3	5.9	39.3	6.0	5.3	7.3	1.0	8.5	9.6	5.1	—	4.2	835
1969/70	3.7	10.2	2.2	33.5	4.0	2.5	6.6	2.5	12.8	16.4	3.2	—	2.4	1,309
1979/80	0.7	16.5	1.6	39.6	2.9	1.0	2.7	5.2	7.3	9.2	5.0	2.8	5.5	1,209
1989/90	1.8	20.8	2.1	27.8	3.1	1.5	1.8	8.0	7.5	10.6	4.9	3.8	6.4	2,159
NORTH AMERICA														
Canada														
1949/50	4.2	7.4	6.9	10.6	5.2	13.0	16.2	...	9.6	8.0	18.9	...	...	4,362
1959/60	1.7	10.8	8.3	16.4	5.6	8.9	16.2	1.7	11.1	10.9	6.9	...	1.5	5,679
1969/70	2.4	11.4	15.5	8.3	6.9	4.6	10.8	2.0	9.3	15.6	8.9	...	4.3	13,318
1979/80	2.0	12.1	12.7	7.6	10.0	6.6	11.0	1.7	5.8	10.7	10.0	0.2	9.6	8,434
1989/90	1.5	13.8	8.8	7.5	7.4	14.1	6.5	2.3	6.2	12.6	11.1	0.1	8.0	10,773
OCEANIA														
Australia														
1949/50	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1959/60	6.8	6.5	6.5	12.5	5.7	7.4	16.9	1.6	17.2	14.2	3.6	...	1.1	367
1969/70	4.1	9.2	13.0	9.0	7.1	4.4	11.7	3.1	11.6	16.2	6.0	...	4.6	1,077
1979/80	2.7	9.2	15.2	5.6	8.1	6.2	15.2	3.4	11.0	11.7	6.2	—	5.5	913
1989/90	2.2	14.9	9.0	5.3	8.8	7.2	12.6	4.1	6.9	11.5	11.5	0.5	5.6	1,089
Pacific Is. Trust Terr.														
1949/50	7.1	7.1	14.3	7.1	—	35.7	—	—	—	29.6	—	...	...	14
1959/60	2.6	21.1	25.0	2.6	—	5.3	13.2	3.6	2.6	36.8	7.9	...	2.6	38
1969/70	0.3	11.7	24.5	6.1	2.1	12.0	2.8	1.8	5.2	16.9	12.6	...	4.0	326
1979/80	2.9	23.1	15.4	4.7	1.0	8.0	1.5	1.4	3.0	15.4	14.9	—	8.5	1,192
1989/90	0.4	21.2	2.2	6.2	—	3.7	3.3	9.2	2.6	16.1	27.5	—	7.7	273

[1] *Fields of study in this category were not specified in 1949/50.*

— No students were reported in this category.

. . . Data are not available for this category.

2.6 *Academic Level of Foreign Students by World Region and Leading Country of Origin, 1989/90*

WORLD REGION/ COUNTRY	ACADEMIC LEVEL			Students Reported
	Undergraduate	Graduate	Other	
AFRICA	**57.0**	**39.6**	**3.4**	**15,484**
Nigeria	59.6	38.1	2.4	2,701
Kenya	72.2	26.2	1.6	1,336
South Africa	58.8	38.9	2.3	1,281
Ethiopia	74.7	21.7	3.5	1,269
Egypt	33.2	61.3	5.5	1,155
ASIA	**40.7**	**53.4**	**5.9**	**130,813**
China	14.7	82.3	3.0	21,789
Taiwan	22.7	72.4	4.9	18,309
Japan	63.4	19.8	16.8	18,776
India	22.3	74.9	2.9	17,433
Korea, Rep. of	25.9	68.4	5.6	13,353
EUROPE	**52.4**	**40.7**	**7.0**	**27,985**
United Kingdom	59.2	35.8	5.0	4,288
Germany, F.R.	46.0	45.5	8.5	4,348
France	46.8	44.6	8.5	3,089
Greece	43.7	52.7	3.6	2,672
Spain	54.6	34.4	11.0	2,214
LATIN AMERICA	**70.0**	**25.2**	**4.8**	**30,619**
Mexico	58.1	34.6	7.3	3,769
Brazil	45.2	46.0	8.8	2,307
Colombia	60.3	31.2	8.5	2,102
Jamaica	79.8	18.4	1.8	1,497
Peru	67.3	27.5	5.1	1,739
MIDDLE EAST	**61.5**	**33.2**	**5.2**	**23,167**
Iran	59.6	36.9	3.5	4,631
Jordan	68.6	25.9	5.5	3,011
Lebanon	65.8	29.3	4.8	2,925
Saudi Arabia	55.2	37.5	7.3	2,667
Turkey	34.2	57.9	7.9	2,212
NORTH AMERICA	**61.2**	**37.3**	**1.5**	**11,330**
Canada	59.6	38.8	1.5	10,815
OCEANIA	**56.7**	**36.2**	**7.0**	**2,285**
Australia	41.5	54.6	3.9	1,115
Pacific Is. Trust Terr.	95.6	3.3	1.1	273
ALL REGIONS	**49.9**	**44.6**	**5.4**	**241,683**

ences, education, and agriculture, although never very popular, have attracted steadily declining shares of Asians.

Leading Countries or Other Places: The fields of study chosen by students from different places of origin within Asia varied considerably. Students from Taiwan showed a greater preference for engineering (26%) and mathematics and computer science (16%), and a lower interest in the physical and life sciences (10%) than most other Asians. Business and management also enrolled a substantial proportion of Taiwanese (17%) (**Table 2.3**).

Students from China were unique in their extremely high enrollments in the physical and life sciences: nearly three-tenths (29%) of students from China studying in this country in 1989 were concentrating in this field, more than twice the rate for Asia overall. They also showed a strong preference for engineering (20%) and mathematics and computer science (13%). Conversely, they were much less likely than other Asian students to be found in business and management programs (8% as compared to an average of 19%).

The fields chosen by the Japanese were vastly different from those selected by students from other leading Asian countries. Although the largest group studied business and management (21%), which is close to the regional average, unusually large proportions were in "other" fields (15%), the social sciences (12%), intensive English language programs (11%), the fine arts (8%), and the humanities (8%). On the other hand, their choice of such fields as mathematics and computer science (3%), and the physical and life sciences (3%) was considerably lower than that of other Asian groups, and their enrollment in engineering fields (5%) was the lowest of any leading nationality worldwide.

South Koreans were spread out more evenly among the different fields of study, the largest groups studying engineering (19%) and business and management (15%). Interestingly, they chose the social sciences more often than other Asians (12% compared to 8%), and, like the Japanese, were comparatively more enthusiastic about the fine arts and the humanities. The overwhelming choice of Indians was engineering, selected by over one-third of them (35%). Only the Lebanese had higher concentrations in engineering worldwide. Math and computer science (17%), business and management (16%), and the physical and life sciences (11%) attracted most of the remaining Indians.

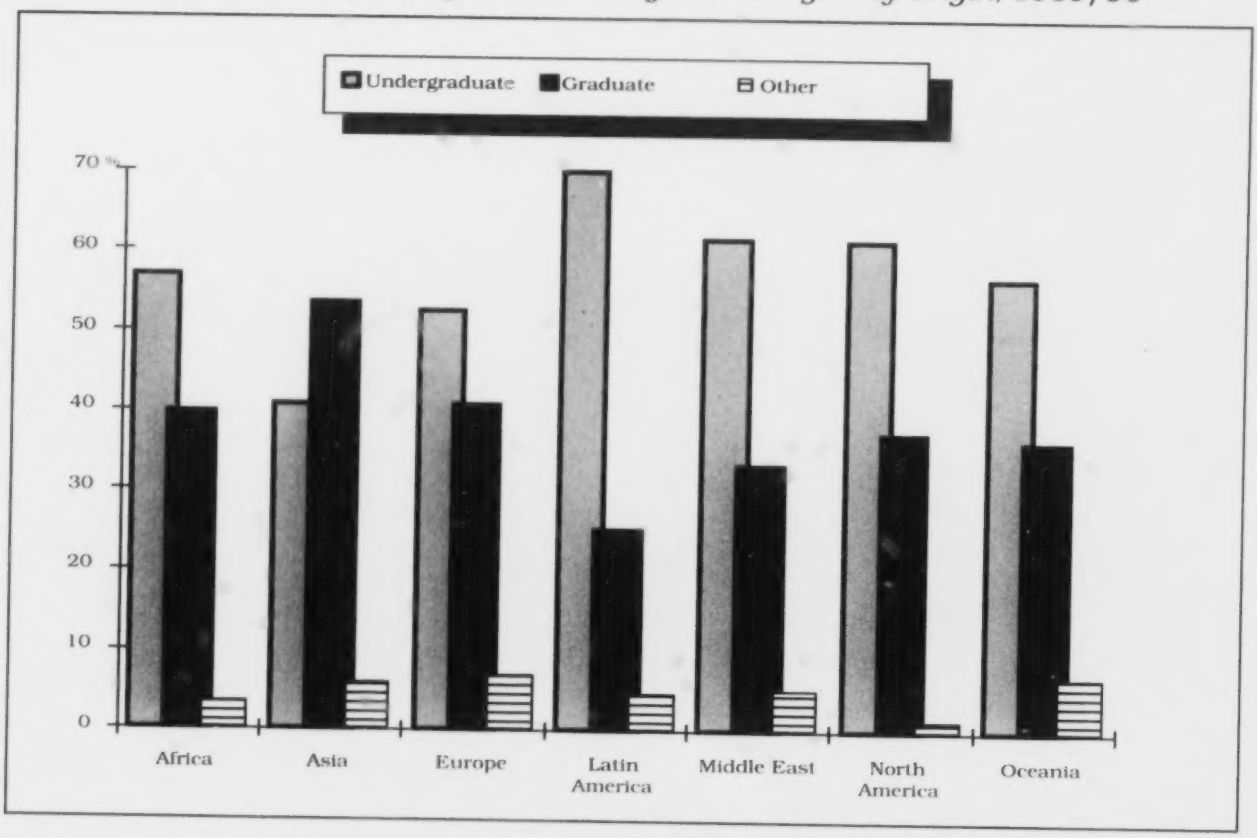
2.6.1 *Disaggregate Academic Level of Foreign Students by World Region of Origin, 1989/90*

WORLD REGION	ACADEMIC LEVEL (Percentages)				Students Reported
	Associate	Bachelor	Graduate	Other	
Africa	13.0	44.0	39.6	3.4	15,484
Asia	8.2	32.5	53.4	5.9	130,813
Europe	9.6	42.8	40.7	7.0	27,985
Latin America	27.2	42.9	25.2	4.8	30,619
Middle East	14.7	46.9	33.2	5.2	23,167
North America	9.9	51.3	37.3	1.5	11,330
Oceania	14.4	42.4	36.2	7.0	2,285
ALL REGIONS	**11.8**	**38.1**	**44.6**	**5.4**	**241,683**

2.6.2 *Distribution of Foreign Students Within Academic Levels by World Region of Origin, 1989/90*

WORLD REGION	ACADEMIC LEVEL					Students Reported
	BACHELOR (Percentages)					
	Freshman	Sophomore	Junior	Senior	Unspecified	
Africa	21.4	18.9	18.6	24.3	16.8	6,814
Asia	18.3	14.2	16.1	23.2	28.2	42,485
Europe	21.8	15.1	16.3	19.9	27.0	11,977
Latin America	22.7	17.8	18.4	23.2	18.0	13,132
Middle East	16.5	14.7	16.4	28.3	24.0	10,865
North America	25.4	18.3	17.3	21.0	18.0	5,811
Oceania	25.5	19.9	15.5	17.6	21.5	968
ALL REGIONS	**19.9**	**15.6**	**16.8**	**23.2**	**24.5**	**92,052**
WORLD REGION	GRADUATE (Percentages)					Students Reported
	Master's	Doctoral	Professional Training	Unspecified		
Africa	45.4	39.0	3.1	12.4		6,130
Asia	43.1	38.4	1.5	16.9		69,895
Europe	42.2	37.4	3.5	16.9		11,386
Latin America	51.3	32.8	3.1	12.8		7,709
Middle East	40.8	42.1	2.7	14.3		7,703
North America	38.9	38.4	9.8	12.9		4,229
Oceania	35.1	42.0	5.0	17.9		828
ALL REGIONS	**43.4**	**38.3**	**2.4**	**16.0**		**107,880**

2.A *Academic Level of Foreign Students by World Region of Origin, 1989/90*



Significant changes have occurred over the past four decades in the field-of-study choices of students from specific Asian countries (**Table 2.5**). Notable is the increase in popularity of math and computer science among students from Taiwan, China, India, and South Korea. Also, the last three decades have seen an almost universal decline in social science and humanities enrollments, with only Chinese students having slightly higher enrollments in the social science fields.

Academic Levels of Asian Students

At 53%, Asia sent the highest proportion of graduate students of any world region (**Table 2.6 and Figure 2.A**). In 1989/90, undergraduates made up only 41% of the Asian student population; the remaining 6% attended intensive English language and non-degree programs or were in technical training. High as the percentage of graduate students from Asia may seem when compared to other regions, it was even higher in the late sixties at 59%. Consistently, since 1959, the majority of Asian students in the U.S. have been at the graduate level (**Table 2.7**).

The graduate-undergraduate ratio of Asian students from different countries or other places varied widely, although most of the leading senders had very high proportions of graduate students (**Table 2.6 and Figure 2.A**). Over eight-tenths (82%) of the students from China, for instance, were enrolled in graduate programs. Also, close to three-quarters of students from India (75%) and Taiwan (73%) and over two-thirds of students from Korea (68%) were at this level. By sharp contrast, only 20% of Japanese studied at the graduate level.

The proportions of graduate students from Taiwan, India, and South Korea traditionally have been large. India has had a graduate foreign student population of close to two-thirds since 1954, and most other countries' have been above 50% since the late sixties (**Table 2.8**). Similarly, Chinese students have been characterized by an increasing shift to graduate study over the years; two-thirds of the Chinese were studying at the graduate level in 1979/80, but as many as 82% did so in 1989/90. The graduate-to-undergraduate ratio of Japanese

foreign students has been less stable. More than half of these students were studying at the graduate level in 1960, yet, ten years later, only 31% were found there. During the eighties, that proportion fell further, reaching a low 20% by the end of the decade.

Undergraduate Asian Students

Six out of ten (60%) Asian undergraduate students were male (**Table 2.9 and Figure 2.B**). Asian undergraduates overall concentrated in the fields of business and management (27%), engineering (18%), and mathematics and computer science (11%) (**Table 2.10**). This pattern of enrollment in the various fields of study can be observed among the Chinese, Taiwanese, and South Koreans as well. Atypically, however, Chinese undergraduates chose the physical and life sciences more than twice as often as all Asians (10% compared to 4%). Also atypically, South Koreans showed a remarkable attraction to the fine arts: 13% were enrolled there compared to a regional average of 7% and a worldwide average of 6%.

Japanese undergraduates were out of keeping with other Asians. Like other groups, they flocked to business and management programs (25%); however, they paid scant attention to engineering and math and computer science (4% each). Moreover, they chose the social sciences (12%), the humanities (7%), and "other" fields, such as liberal arts, in proportions twice the Asian average. Indian undergraduates are characterized by their above-average enrollment in engineering (24%) and below-average enrollment in business and management (20%).

Graduate Asian Students

Seven out of ten (72%) of the graduate students from Asia in 1989/90 were male, as shown in **Table 2.9 and Figure 2.B**. The fields of study selected by Asian graduate students were more diversified than those selected by undergraduates. The most popular field of study was engineering, chosen by about one-quarter, a proportion seven points over that of undergraduates (**Table 2.10**). Only 14% selected business and management, a field which attracted as many as 28% of undergraduates. Conversely, four times as many graduate as undergraduate students (17% compared to 4%) studied the physical and life sciences. Also, sizeable groups of Asian graduates chose math and computer science (13%) and the social sciences (at 9%, a proportion much larger than that of undergraduates in this field).

2.7 Academic Level of Foreign Students by World Region of Origin, Selected Years, 1954/55 - 1989/90

WORLD REGION/ YEAR	ACADEMIC LEVEL			Students Reported
	Undergraduate	Graduate	Other	
AFRICA				
1954/55	48.5	46.6	4.9	1,204
1959/60	48.1	42.9	9.0	1,892
1969/70	48.2	46.5	5.3	7,357
1979/80	61.2	35.4	3.4	18,461
1989/90	57.0	39.6	3.4	15,484
ASIA				
1954/55	46.5	47.8	5.7	9,957
1959/60	37.1	53.5	9.4	17,421
1969/70	36.5	59.0	4.5	49,602
1979/80	41.9	53.3	4.8	40,730
1989/90	40.7	53.4	5.9	130,813
EUROPE				
1954/55	46.0	43.2	10.8	5,070
1959/60	45.3	46.1	8.6	6,141
1969/70	41.0	48.7	10.3	17,681
1979/80	48.1	43.5	8.4	12,264
1989/90	52.4	40.7	7.0	27,985
LATIN AMERICA				
1954/55	71.9	20.4	7.7	8,232
1959/60	73.5	19.6	6.9	9,098
1969/70	62.5	27.3	10.2	24,342
1979/80	63.8	26.1	10.1	23,163
1989/90	70.0	25.2	4.8	30,619
MIDDLE EAST				
1954/55	63.9	32.2	3.9	3,990
1959/60	67.3	27.8	4.9	6,283
1969/70	60.1	35.0	4.9	12,731
1979/80	71.1	23.0	5.9	39,647
1989/90	61.5	33.2	5.2	23,167
NORTH AMERICA				
1954/55	64.2	30.9	4.9	4,614
1959/60	64.0	32.4	3.6	5,678
1969/70	56.7	40.4	2.9	12,918
1979/80	67.9	29.9	2.2	8,466
1989/90	61.2	37.3	1.5	11,330
OCEANIA				
1954/55	36.7	58.8	4.5	330
1959/60	39.2	56.8	4.0	556
1969/70	46.9	46.8	6.3	2,026
1979/80	63.5	33.6	2.9	2,426
1989/90	56.7	36.2	7.0	2,285
ALL REGIONS				
1954/55	57.2	36.2	6.6	33,439
1959/60	53.0	39.6	7.4	47,159
1969/70	48.5	45.3	6.2	130,500
1979/80	58.1	35.9	6.0	146,406
1989/90	49.9	44.6	5.4	241,683

Data on the field-of-study distributions of graduate students from leading countries and places in Asia, presented in **Table 2.10**, reveal a number of differences. Graduate students from China showed an uncharacteristically strong preference for the physical and life sciences (33%), a below-average affinity for engineering (21%), and comparatively low enrollment in business and management fields (6%).

Indian graduate students selected engineering in very high proportions (39%) and math and computer science (16%) in higher proportions than graduate Asians overall. They showed less enthusiasm for the physical and life sciences (12%) and tended to avoid the social sciences (6% as opposed to 9% for the regional average).

South Koreans, like other Asians, were drawn primarily to engineering (22%), the physical and life sciences (16%), and business and management (13%). However, they chose the humanities and social sciences more often than most other Asians. Japanese graduate students' field-of-study choices were significantly different from the choices of other Asians. For instance, twice as many Japanese as Asians overall pursued business and management (28%) and social science (20%) degrees. On the other hand, fields very popular among other Asians, such as engineering, math and computer science, and the physical and life sciences were eschewed by the Japanese, attracting a mere 3% to 7%.

Gender of Asian Students

Two-thirds of Asian students studying in the United States in 1989/90 were male and one-third female, as can be seen in **Table 2.11 and Figure 2.C**. However, this proportion was not uniform for all major senders from this world region. The shares of Indian and South Korean students that were men (78% and 77%, respectively) were much higher than the regional average of 66%; however, only 60% of Taiwanese students and less than half of Japanese students (48%) were male.

EUROPEAN STUDENTS

In 1989/90, about one-eighth (12%) of the foreign student population in the United States consisted of Europeans, almost all coming from Western Europe (**Table 2.1**). The proportion of Europeans was almost twice as high in 1949/50 (21%) but declined steadily during the fifties, falling to 13% by the end of the decade (**Table 2.2**). A relatively small increase in the numbers of incoming Europeans and a virtual explosion in student flows from other world regions during the seventies brought the European share down to 8% of all foreign students by 1979/80. Since then it has been climbing slowly but steadily, reaching 12% by 1989/90.

Fields of Study of European Students

Business and management was, by far, the most popular field among European students in 1989/90, enrolling 21% of them, a share slightly higher than that of all international students (**Table 2.3 and Figure 2.A**). Other field-of-study choices of Europeans differed significantly from those of other regional groups, however. Engineering, the second most often chosen field by Europeans, drew a mere 12% of them, a proportion far lower than the 19% of all international students in this field. A much higher proportion of Europeans than of foreign students overall enrolled in the social sciences (at 11%, the third most popular field among Europeans) and in the humanities (8% compared to 4% worldwide). Europeans, further, showed lower-than-average interest in mathematics and computer science, with only 6% choosing that field.

History: Historical comparisons presented in **Table 2.4** indicate that European enrollments in business and management have increased steadily since 1960, doubling to 14% by 1980 and climbing to an all-time high of 21% in 1989/90. Demand for the humanities and engineering has declined over the last two decades, but European proportions in the social sciences and the physical and life sciences have remained fairly constant during the seventies and eighties. Demand for math and computer science, while still low, is on the rise and twice as high as it was in 1970.

Leading Countries: Field-of-study choices varied from country to country in 1989/90, with Greece being the most atypical. As indicated in **Table 2.3**, Greek students were heavily concentrated in engineering (23%), mathematics and computer science (13%), and the physical and life sciences (12%), but had the lowest percentages of all European national groups in fine arts, the humanities, and business and management (4%, 4%, and 15%, respectively).

British students chose business and management, the social sciences, and fields in the "other" category most often, their proportion in the latter two fields being well over the European average.

2.8 *Academic Level of Foreign Students by Leading Country Within World Region of Origin, Selected Years, 1954/55 - 1989/90*

WORLD REGION/ COUNTRY/YEAR	ACADEMIC LEVEL			Students Reported
	Undergraduate	Graduate	Other	
AFRICA				
Nigeria				
1954/55	49.2	46.6	4.2	264
1959/60	62.7	33.5	3.8	236
1969/70	53.7	42.1	4.2	1,811
1979/80	70.9	26.7	2.4	7,868
1989/90	59.6	38.1	2.4	2,701
Kenya				
1954/55	63.2	21.0	15.8	19
1959/60	78.2	15.2	6.6	151
1969/70	54.4	42.9	2.7	478
1979/80	73.2	25.4	1.4	1,013
1989/90	72.2	26.2	1.6	1,336
South Africa				
1954/55	48.1	48.1	3.9	154
1959/60	47.5	49.7	2.8	179
1969/70	30.7	44.3	8.0	528
1979/80	45.1	49.6	5.3	645
1989/90	58.8	38.9	2.3	1,281
Ethiopia				
1954/55	55.0	33.3	11.7	60
1959/60	44.6	39.7	15.7	166
1969/70	51.8	41.6	6.6	529
1979/80	56.9	40.4	2.7	666
1989/90	74.7	21.7	3.5	1,269
Egypt				
1954/55	25.6	70.9	3.5	340
1959/60	22.7	74.2	3.1	484
1969/70	13.4	80.8	5.8	975
1979/80	21.3	75.1	3.6	891
1989/90	33.2	61.3	5.5	1,155
ASIA				
China				
1954/55	—	—	—	—
1959/60	—	—	—	—
1969/70	—	—	—	—
1979/80	19.7	65.3	14.9	329
1989/90	14.7	82.3	3.0	21,789
Taiwan				
1954/55	50.4	46.8	2.8	2,505
1959/60	45.8	51.1	3.1	4,454
1969/70	19.4	77.3	3.3	11,718
1979/80	14.7	82.6	2.7	8,814
1989/90	22.7	72.4	4.9	18,309
Japan				
1954/55	50.1	39.9	10.0	1,572
1959/60	39.2	52.0	8.8	2,168
1969/70	43.2	30.8	26.0	4,156
1979/80	54.7	32.1	13.2	6,369
1989/90	63.4	19.8	16.8	18,776
India				
1954/55	28.8	68.2	3.0	1,624
1959/60	22.9	68.6	8.5	3,674
1969/70	18.7	78.0	3.3	11,045
1979/80	20.7	76.5	2.8	4,873
1989/90	22.3	74.9	2.9	17,433
Korea, Rep. of				
1954/55	69.0	26.0	5.0	1,186
1959/60	46.2	45.5	8.3	2,431
1969/70	28.7	66.7	4.6	3,911
1979/80	26.3	69.4	4.3	2,557
1989/90	25.9	68.4	5.6	13,353
EUROPE				
United Kingdom				
1954/55	28.1	61.4	10.5	697
1959/60	26.7	68.3	5.0	902
1969/70	39.1	53.7	7.2	3,999
1979/80	50.2	44.4	5.4	2,433
1989/90	59.2	35.8	5.0	4,288
Germany, F.R.				
1954/55	37.6	45.9	16.5	728
1959/60	36.8	48.8	14.4	687
1969/70	38.1	48.9	13.0	2,514
1979/80	44.9	41.7	13.4	1,698
1989/90	46.0	45.5	8.5	4,348
France				
1954/55	42.0	46.5	11.5	460
1959/60	37.3	55.8	6.9	563
1969/70	26.7	63.9	9.4	1,886
1979/80	35.1	56.4	8.5	1,267
1989/90	46.8	44.6	8.5	3,089
Greece				
1954/55	70.3	26.2	3.5	860
1959/60	67.1	28.5	4.4	1,058
1969/70	53.3	39.5	7.2	1,740
1979/80	57.6	38.8	3.6	1,483
1989/90	43.7	52.7	3.6	2,672

continued on next page

2.8 *(continued)*

WORLD REGION/ COUNTRY/YEAR	ACADEMIC LEVEL			Students Reported
	Under-graduate	Graduate	Other	
Spain				
1954/55	47.5	46.5	6.0	200
1959/60	37.8	54.7	7.5	265
1969/70	36.3	54.1	9.5	482
1979/80	39.5	51.0	9.5	433
1989/90	54.6	34.4	11.0	2.214
LATIN AMERICA				
Mexico				
1954/55	55.3	39.0	5.7	1.238
1959/60	80.3	15.6	4.1	1.331
1969/70	59.4	31.7	8.9	2.404
1979/80	44.9	33.0	2.1	3.597
1989/90	58.1	34.6	7.3	3.769
Brazil				
1954/55	52.8	38.8	8.4	489
1959/60	38.6	42.4	19.0	458
1969/70	28.6	57.2	14.2	1.307
1979/80	31.1	62.1	6.8	1.569
1989/90	45.2	46.0	8.8	2.307
Colombia				
1954/55	76.5	13.6	9.9	1.247
1959/60	65.0	25.3	9.7	671
1969/70	47.1	35.9	17.0	1.999
1979/80	67.3	24.6	8.1	1.521
1989/90	60.3	31.2	8.5	2.102
Jamaica				
1954/55	72.3	18.0	9.7	528
1959/60	74.4	16.4	9.2	902
1969/70	71.4	14.0	14.6	1.353
1979/80	78.3	20.0	1.7	1.223
1989/90	79.8	18.4	1.8	1.497
Peru				
1954/55	73.4	18.0	8.5	271
1959/60	76.9	18.2	4.8	373
1969/70	—	—	—	1.149
1979/80	67.9	25.3	6.8	972
1989/90	67.3	27.5	5.1	1.739
MIDDLE EAST				
Iran				
1954/55	65.2	30.4	4.4	973
1959/60	79.5	16.2	4.3	2.420
1969/70	69.7	24.7	5.6	4.949
1979/80	74.1	20.8	5.1	24.069
1989/90	59.6	36.9	3.5	4.631
Jordan				
1954/55	85.6	11.9	2.5	597
1959/60	74.0	22.4	1.6	546
1969/70	66.9	29.9	3.2	874
1979/80	74.6	19.2	6.2	2.142
1989/90	68.6	25.9	5.5	3.011
Lebanon				
1954/55	65.5	29.7	4.8	249
1959/60	70.8	27.3	1.9	576
1969/70	65.2	32.6	2.2	978
1979/80	83.8	11.8	4.9	3.010
1989/90	65.8	29.3	4.8	2.925
Saudi Arabia				
1954/55	72.5	20.0	7.5	40
1959/60	65.6	30.0	4.4	90
1969/70	72.5	22.9	4.6	1.011
1979/80	66.4	23.6	10.0	4.534
1989/90	55.2	37.5	7.3	2.667
Turkey				
1954/55	46.7	44.7	8.6	396
1959/60	45.5	38.6	15.9	835
1969/70	26.5	52.9	20.6	1.309
1979/80	40.3	54.6	5.1	1.201
1989/90	34.2	57.9	7.9	2.212
NORTH AMERICA				
Canada				
1954/55	63.9	31.2	4.9	4.555
1959/60	63.6	32.7	3.7	5.606
1969/70	56.5	40.6	2.9	12.828
1979/80	67.3	30.5	2.2	8.207
1989/90	59.6	38.8	1.5	10.815
OCEANIA				
Australia				
1954/55	30.9	63.9	5.2	233
1959/60	28.8	66.7	4.5	357
1969/70	28.4	66.1	5.5	1.042
1979/80	29.5	64.4	6.1	911
1989/90	41.5	54.6	3.9	1.115
Pacific Is. Trust Terr.				
1954/55	92.9	7.1	—	14
1959/60	92.1	2.6	5.3	38
1969/70	84.1	5.3	10.6	322
1979/80	96.0	3.3	0.6	1.139
1989/90	95.6	3.3	1.1	273

2.9 *Gender of Foreign Students Within Academic Levels by World Region of Origin, 1989/90*

WORLD REGION	UNDERGRADUATE			GRADUATE			OTHER		
	Male	Female	Students Reported	Male	Female	Students Reported	Male	Female	Students Reported
Africa	66.2	33.8	8,289	79.7	20.3	5,759	67.6	32.4	479
Asia	59.7	40.3	45,644	71.7	28.3	62,418	55.9	44.1	7,082
Europe	58.9	41.1	13,199	65.9	34.1	10,401	58.2	41.8	1,767
Latin America	54.9	45.1	19,605	66.8	33.2	7,028	56.7	43.3	1,210
Middle East	81.5	18.5	12,899	82.2	17.8	6,997	78.8	21.2	1,128
North America	56.0	44.0	6,603	58.4	41.6	3,907	58.0	42.0	169
Oceania	54.0	46.0	1,221	68.3	31.7	748	54.7	45.3	159
ALL REGIONS	**61.6**	**38.4**	**107,580**	**71.4**	**28.6**	**97,329**	**59.0**	**41.0**	**12,006**

They ignored engineering, however, having the lowest proportion in this field of all Europeans.

Germans were widely distributed among the various fields of study, with the largest groups in business and management (16%) and the social sciences (14%). The humanities and the physical and life sciences also held a sizeable 11% each, a proportion well above the regional average, while engineering drew a low 9%. French students were singled out by their overwhelming attraction to business and management (30%) and their relatively low enrollments in math and computer science (3%), the physical and life sciences (6%), and the social sciences (7%). The field-of-study choices of Spanish students were similar to those of all Europeans, with the notable exceptions that they were overrepresented in the humanities (13%) and underrepresented in the physical and life sciences (5%) and social sciences (9%).

Students from all leading European countries have been choosing business and management programs in increasingly larger numbers since 1949/50, while proportionately fewer have been selecting engineering (**Table 2.5**). British students' interest in engineering is almost half what it was in 1950, while concentrations in business and management have tripled since that time. France has seen a shift away from the humanities, the social sciences, and engineering in the past three decades and toward business and management, enrollments in the latter field being considerably higher than the European average.

The proportion of Greek students studying engineering, as high as 20% in 1950, climbed even higher in the next three decades, reaching 33% by 1980, but since then fell by 10 percentage points. Enrollments of Greek students in the field of math and computer science have more than doubled in the past decade. West German students' fields of study were similar to all Europeans' except for their higher-than-average enrollments in the humanities and the social sciences.

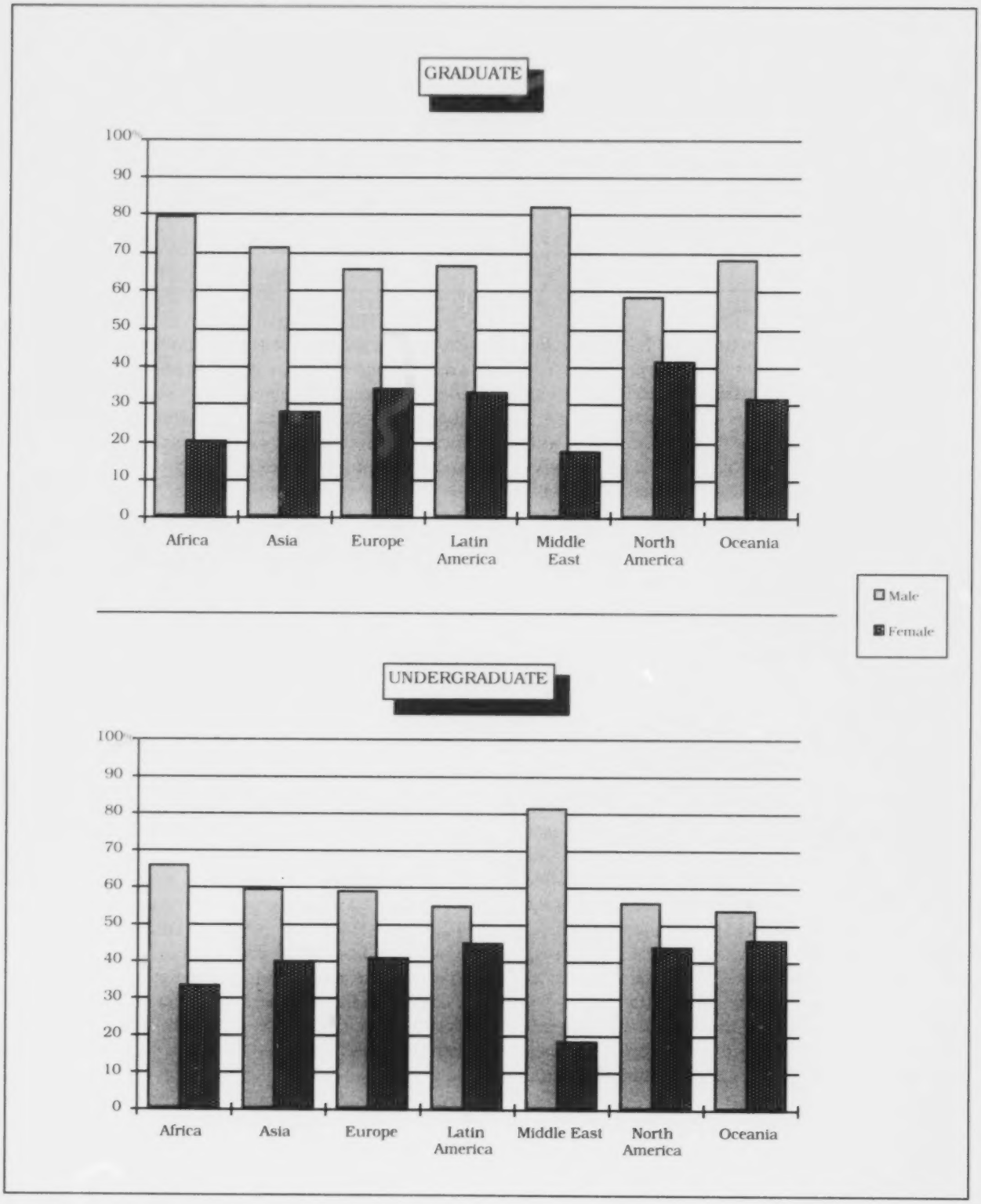
Academic Levels of European Students

A relatively high percentage of European students (41%) studied at the graduate level in 1989/90, a percentage higher than any other regional group's except Asians' (53%) (**Table 2.6 and Figure 2.A**). Just over half (52%) of the Europeans were undergraduate students, and another relatively large group (7%) enrolled in non-degree and intensive English language programs or were involved in technical training.

History: The proportion of students from Europe who studied at the graduate level has been consistently high over the last 35 years, as shown in **Table 2.7**. From 43% in the mid-fifties, it climbed to a peak of 49% in 1969/70, but returned to just below its former level (41%) by 1989/90. Only in the eighties has the number of European undergraduates grown to more than half (52%). This is explained partly by a decline in the numbers of graduate students and partly by a decline in the numbers enrolled in "other" levels.

Leading Countries: Country analyses, presented in **Table 2.6,** show that Greece had a higher percentage of graduate students (53%) in comparison not only to other European countries, but to most leading senders worldwide, with the exception of

2.B *Gender of Foreign Students Within Academic Levels by World Region of Origin, 1989/90*



Asian countries. The Federal Republic of Germany (46%) and France (45%) sent proportionately more graduate students than Europe overall, while the United Kingdom (36%) and Spain (34%) sent fewer.

Distributions of students from the leading European countries according to academic level have not been consistent over time. For some countries, quite significant changes have occurred (**Table 2.8**). The percentage of British students studying at the graduate level in 1989 was dramatically smaller than it was in 1960, shrinking by almost 50%. Within the last ten years alone, the British graduate share fell 8 percentage points. The opposite is true of Greek students. Fewer than 30% of them were enrolled in graduate programs prior to 1960, but, ten years later, the proportion had climbed to 40%, and, since 1980, it has jumped to nearly 53%.

West German undergraduate enrollments, on the rise since the late seventies, fell slightly in the eighties, but graduate proportions returned to the mid-40th percentile after a sharp drop in the late seventies. The percentage of French graduate students rose from 47% in the mid-fifties to 64% by 1970, but since then has dropped to its lowest level ever at 45%. Spanish graduate enrollments, which were on the rise until the late fifties, fell from a share of over one-half in 1979/80 to one-third by the end of the eighties.

Undergraduate European Students

Close to six out of every ten European undergraduate students in 1989/90 were male (**Table 2.9 and Figure 2.B**), and a little more than a quarter studied business and management (26%). "Other" fields such as liberal arts, law, and communications drew 15%, and engineering and the social sciences enrolled 10% each (**Table 2.10**). Comparatively smaller proportions were enrolled in each of the other fields of study, while a relatively large percentage did not have a declared major (12%).

The fields of study chosen by undergraduates from different European countries varied substantially, although business and management was the number one choice of all groups and "other" fields were the number two choice of all except the Greeks. Undergraduates from the United Kingdom selected education, social sciences, and fields in the "other" category more often than others and had the smallest shares studying math and computer science and engineering. In contrast, Greek undergraduates studied engineering much more frequently than other Europeans: at 18%, their proportion in this field was eight points higher than the regional average. Also, much higher-than-average shares of Greeks chose mathematics and computer science: 13%, compared to the European average of 6%. The proportion of Greek undergraduates in business and management was four percentage points below the regional average.

The French were strongest in business and management, with over one-third (34%) concentrating there, but they enrolled in the physical and life sciences (only 2%) and social sciences (7%) in smaller proportions than other European undergraduates. Compared to Europeans overall, students from the Federal Republic of Germany were overrepresented in the physical and life sciences (7%, compared to the regional average of 5%) and underrepresented in business and management (21%, compared to 26% for the region). Spanish students chose the fields of business and management (32%) and engineering (13%) more often than other Europeans.

Graduate European Students

As with groups from most other regions, proportionately fewer European women studied at the graduate than at the undergraduate level: 34% compared to 41% (**Table 2.9 and Figure 2.B**). European graduate students were widely and relatively evenly distributed among the various fields of study. Business and management held the largest group (a relatively small 16%), while engineering, the humanities, the physical and life sciences, and the social sciences enrolled most of the rest (14% each). European graduate students studied subjects significantly different from those undergraduates studied (**Table 2.10**). Thus, only 16% of graduate but as many as 26% of undergraduate Europeans were in business courses. In the same vein, while roughly 14% of graduate students selected the humanities and social sciences, only 4% and 10%, respectively of undergraduate students were majoring in these fields. Further, as many as 14% of graduate students concentrated in the physical and life sciences, compared to only 5% of undergraduates. Only in math and computer science (8%) and in education (2%) were the proportions of graduate and undergraduate students similar.

Examination of country-by-country field-of-study distributions among European graduate students, presented in **Table 2.10**, reveals some interesting differences. The British showed greater affinity for education (5%), social sciences (18%), fine

arts (7%), and the physical and life sciences (17%) than did other Europeans and below-average interest in business and management (13%), engineering (9%), and math and computer science (4%). German graduate students, like the British, showed less interest in business and management than others and above-average interest in the humanities (18%).

Graduate students from Greece had different preferences: they selected engineering (28%) and math and computer science (14%) twice as often as other Europeans and humanities only one-third as frequently (4%). French students enrolled in business and management (28%) and engineering (19%) programs in higher-than-average proportions and in math and computer science programs (3%) in lower proportions than the European average. Spanish graduate students were characterized by a very high enrollment (30%) in the humanities, the highest of all leading countries worldwide, as well as low concentrations in engineering (7%) and the physical and life sciences (9%).

Gender of European Students

Surprisingly, Europe was only the fourth largest sender of female foreign students to the United States despite the fact that two of the five countries in the world that sent the most female students were from that region (**Table 2.11**). Females constituted 38% of the European students in this country in 1989/90, a percentage smaller than those of North America (43%), Latin America (42%), and Oceania (41%). The proportion of female students from France, however, was one of the highest (45%) of any leading sender nation. The percentage of female students from West Germany (41%) was above the regional average and well above the world average of 34%. Of the leading senders, the one that sent the smallest proportion of female students was Greece, with a mere quarter of its students being female.

LATIN AMERICAN STUDENTS

Latin Americans constituted approximately one-eighth (13%) of the entire international student population in the United States in 1989/90 as can be seen in **Table 2.1**. They were the second largest group after Asians, although their numbers were only one-fourth those of Asians. Students from South American and Central American countries formed the largest subgroups of Latin Americans, accounting for 39% and 36%, respectively. The remainder came from the Caribbean.

History: That Latin America now ranks as the second leading sender of students to the United States is due in part to the exponential growth of flows from that area between 1959 and 1979 (**Table 2.2**). While the numbers of Latin Americans have continued to grow in more recent years, the pace is much slower. Enrollments of Mexican students experienced a two-fold increase between 1969 and 1979, but in the next decade this growth had slowed. Student flows from most other Latin American countries experienced moderate growth, only the flow from Peru seeing significant increases in the last ten years.

Fields of Study of Latin American Students

As was the case with most other regional groups, the most popular field of study among Latin Americans was business and management in 1989/90. Chosen by 19%, the proportion of Latin Americans in business and management was exactly equal to the world average (**Table 2.3 and Figure 2.A**). Interestingly, fields in the "other" category, primarily liberal arts, drew almost an equally high percentage of students (16%), while engineering was the third most popular field with 14%. Except for the social sciences (8%), none of the other fields of study was selected by more than 8% of Latin Americans, although a large proportion (10%) had not declared a major.

History: Data from previous years, seen in **Table 2.4**, show a higher demand in the past for engineering and a substantially lower demand for business and management and mathematics and computer science. Preference for the two latter fields increased considerably in the last decade, while the attractiveness of the health sciences and the humanities has waned since the seventies.

Leading Countries: A look at the field-of-study choices of students from the leading Latin American countries, presented in **Table 2.3 and Figure 2.A**, reveals that the choices of Mexicans, Brazilians, Colombians, and Peruvians were generally close to the norm for the whole region. Notable exceptions are the above-average preference of Mexicans and Brazilians for the physical and life sciences (8% and 9%, respectively); the unusually high concentration of Brazilians in art fields (9% compared to 5% for the region) and their relatively low enrollments in business and management (14% compared to 19%). Also worth mentioning is that comparatively large sub-

2.10 *Field of Study and Academic Level of Foreign Students by World Region and Leading Country of Origin, 1989/90*

UNDERGRADUATE														
	FIELD OF STUDY (Percentages)													
WORLD REGION/ COUNTRY	AGRI	BUS/ MGMT	EDUC	ENGR	FINE ARTS	HLTH SCI	HUM	MATH/ COMP	PHYS SCI	SOC SCI	OTHR	INT ENGL	NOT DECL	Students Reported
AFRICA	**2.6**	**26.6**	**3.6**	**14.1**	**2.6**	**8.2**	**2.0**	**8.3**	**6.2**	**8.2**	**10.7**	**0.1**	**6.9**	**8,557**
Nigeria	1.4	24.7	9.4	12.3	3.4	13.2	1.5	6.3	4.4	7.9	9.6	—	6.0	1,544
Kenya	4.0	34.9	2.3	8.4	2.5	6.8	3.1	7.0	5.4	9.9	9.1	—	6.8	931
South Africa	0.7	22.5	6.7	8.8	3.4	4.8	2.9	6.2	8.5	12.3	13.4	—	9.7	729
Ethiopia	1.1	24.6	1.7	15.6	2.2	9.3	1.4	10.7	8.6	3.8	14.0	0.5	6.5	926
Egypt	—	23.0	0.8	28.0	2.2	3.9	1.1	11.9	6.4	5.3	8.0	0.8	8.6	361
ASIA	**0.4**	**27.4**	**1.7**	**17.7**	**7.1**	**2.7**	**2.6**	**11.3**	**4.2**	**6.5**	**10.9**	**0.5**	**7.0**	**50,334**
China	0.3	23.8	1.7	15.0	5.6	5.9	2.0	13.4	9.7	4.2	9.1	0.7	8.5	3,104
Taiwan	0.3	27.4	3.0	14.9	9.1	3.9	1.6	15.4	6.6	3.4	8.7	0.2	5.6	3,919
Japan	0.4	24.9	2.9	3.5	9.5	1.1	6.5	4.0	2.5	11.7	20.5	1.1	11.5	11,288
India	0.3	20.0	1.0	23.8	3.4	4.0	1.1	19.6	6.1	5.6	8.8	—	6.4	3,767
Korea, Rep. of	0.1	20.9	2.1	12.6	12.7	2.0	3.3	11.5	6.8	7.4	12.4	0.4	7.8	3,318
EUROPE	**0.6**	**25.9**	**2.5**	**10.3**	**6.9**	**2.5**	**4.4**	**5.5**	**4.9**	**9.7**	**15.1**	**0.2**	**11.5**	**14,120**
United Kingdom	0.5	21.0	3.7	7.5	7.1	4.0	4.5	3.2	4.4	12.6	17.7	0.1	13.7	2,439
Germany, F.R.	0.7	20.9	1.9	9.1	7.6	1.9	5.8	4.4	7.4	10.6	16.7	0.2	12.8	1,927
France	0.6	34.4	1.4	7.8	5.4	0.9	4.9	4.5	2.3	7.4	15.0	0.9	14.4	1,412
Greece	0.5	21.9	3.2	17.6	5.1	2.0	3.0	13.3	8.6	10.8	8.1	—	6.0	1,139
Spain	1.1	31.6	1.5	13.0	5.2	1.6	4.6	5.5	4.4	8.2	14.6	0.3	8.4	1,182
LATIN AMERICA	**2.0**	**21.0**	**2.5**	**14.1**	**4.6**	**4.0**	**2.0**	**6.0**	**3.5**	**6.1**	**21.5**	**0.3**	**12.6**	**20,672**
Mexico	2.8	21.9	3.1	12.9	6.3	1.7	3.8	7.1	3.6	6.8	12.6	0.3	17.2	1,988
Brazil	1.6	19.6	2.0	10.6	6.9	2.1	3.8	9.3	3.2	8.9	20.6	0.4	11.1	1,015
Colombia	1.4	18.4	2.6	14.9	6.5	2.6	2.3	5.6	3.3	6.3	23.2	1.4	11.6	1,244
Jamaica	0.7	28.3	2.7	9.3	4.0	7.9	1.9	7.7	4.9	6.7	18.7	0.1	7.1	1,175
Peru	0.3	25.1	2.0	13.3	4.0	2.4	2.4	5.8	3.1	7.2	24.6	0.3	9.6	1,138
MIDDLE EAST	**0.5**	**18.1**	**1.1**	**33.3**	**3.4**	**4.4**	**0.9**	**13.1**	**5.6**	**4.4**	**9.3**	**0.3**	**5.6**	**13,597**
Iran	0.4	7.8	1.5	24.4	3.0	12.2	0.9	12.8	15.1	3.4	12.7	0.4	5.4	2,644
Jordan	0.4	21.4	1.0	42.3	1.8	2.6	0.9	11.1	3.1	3.3	6.8	0.3	4.9	1,915
Lebanon	0.4	18.3	0.9	39.4	3.5	4.0	0.5	12.2	3.2	2.8	10.0	0.3	4.3	1,826
Saudi Arabia	0.1	16.7	1.4	33.1	2.0	1.3	0.8	24.2	3.6	4.6	6.6	0.3	5.3	1,427
Turkey	0.1	37.1	0.7	17.5	3.9	1.2	0.7	7.7	3.3	7.2	9.0	0.4	11.2	725
NORTH AMERICA	**1.3**	**18.5**	**8.0**	**8.3**	**6.4**	**11.3**	**3.3**	**2.1**	**3.5**	**11.5**	**14.6**	**—**	**11.3**	**6,778**
Canada	1.3	17.3	8.0	8.3	6.3	11.7	3.3	2.0	3.5	11.8	14.7	—	11.7	6,305
OCEANIA	**1.5**	**23.5**	**6.8**	**5.7**	**5.7**	**2.9**	**3.6**	**7.5**	**3.8**	**11.4**	**18.0**	**0.8**	**8.9**	**1,270**
Australia	1.8	19.6	7.7	4.7	11.3	3.6	4.5	2.5	3.8	10.4	19.0	0.2	10.8	443
Pacific Is. Trust Terr.	0.4	21.2	1.9	6.5	—	3.5	3.1	9.6	2.3	16.2	28.5	—	6.9	260
ALL REGIONS	**0.9**	**24.3**	**2.4**	**17.1**	**5.8**	**4.0**	**2.5**	**9.0**	**4.4**	**7.0**	**13.4**	**0.3**	**8.7**	**115,446**

2.10 *(continued)*

WORLD REGION/ COUNTRY	GRADUATE													
	FIELD OF STUDY (Percentages)													
	AGRI	BUS/ MGMT	EDUC	ENGR	FINE ARTS	HLTH SCI	HUM	MATH/ COMP	PHYS SCI	SOC SCI	OTHER	INT ENGL	NOT DECL	Students Reported
AFRICA	**9.5**	**9.7**	**7.2**	**17.3**	**2.7**	**6.2**	**9.0**	**5.5**	**11.3**	**15.0**	**5.8**	**0.3**	**0.4**	**5,846**
Nigeria	5.5	13.2	11.8	13.2	2.2	5.9	9.5	5.0	7.2	17.3	8.8	0.1	0.4	969
Kenya	12.2	9.6	7.8	8.7	1.8	6.0	15.5	3.9	8.7	17.6	8.4	—	—	335
South Africa	3.1	9.1	12.2	10.8	3.7	9.3	13.3	4.1	11.0	15.1	7.1	0.2	0.8	482
Ethiopia	10.5	8.9	3.6	10.1	2.4	11.7	5.6	6.9	20.6	16.1	2.8	—	0.8	248
Egypt	5.2	6.2	3.0	34.9	6.5	6.9	3.8	8.0	12.6	9.6	3.0	—	0.4	677
ASIA	**2.8**	**14.1**	**3.7**	**25.4**	**3.4**	**3.0**	**3.7**	**12.7**	**17.3**	**9.0**	**4.1**	**0.3**	**0.5**	**67,096**
China	2.8	5.5	3.1	21.0	2.5	3.2	3.3	13.5	33.0	8.1	3.3	0.3	0.5	17,348
Taiwan	2.6	13.0	5.4	29.8	3.8	3.0	2.5	16.5	12.1	5.6	4.9	0.3	0.4	12,544
Japan	1.5	27.5	6.5	7.4	7.2	2.8	8.7	3.1	5.5	19.6	7.0	2.2	0.9	3,619
India	1.6	14.5	1.2	38.7	1.9	2.7	2.1	16.3	12.2	6.1	2.4	—	0.3	12,621
Korea, Rep. of	2.4	12.9	3.9	21.9	5.6	2.1	7.4	9.0	15.6	14.0	4.7	0.1	0.4	8,708
EUROPE	**2.3**	**16.1**	**2.3**	**14.1**	**5.2**	**4.1**	**13.9**	**7.7**	**13.8**	**13.8**	**5.4**	**0.1**	**1.2**	**11,129**
United Kingdom	1.0	13.2	5.0	8.5	7.3	4.0	14.3	4.1	16.5	18.2	7.2	0.1	0.5	1,488
Germany, F.R.	1.3	12.9	2.5	10.6	4.2	2.5	18.3	7.1	15.6	18.0	4.9	—	1.9	1,932
France	1.9	27.7	0.7	18.8	3.8	3.9	15.1	2.8	11.4	7.4	5.0	0.1	1.4	1,345
Greece	2.5	10.3	2.3	27.7	3.2	4.1	3.8	14.4	16.2	10.5	4.4	0.1	0.5	1,376
Spain	4.4	14.7	2.0	7.4	5.1	5.1	29.8	6.2	8.6	11.7	4.2	—	0.8	744
LATIN AMERICA	**7.7**	**14.0**	**5.7**	**14.5**	**5.0**	**5.1**	**8.3**	**6.1**	**13.2**	**14.0**	**5.2**	**0.3**	**0.8**	**7,454**
Mexico	8.7	13.5	3.3	15.5	4.2	4.9	8.5	7.4	17.3	11.9	3.1	0.4	1.4	1,256
Brazil	7.7	10.1	5.7	18.1	9.3	4.0	7.2	5.5	15.2	10.3	5.4	0.4	1.1	1,030
Colombia	6.3	12.2	4.1	16.4	6.6	5.8	11.1	6.6	11.6	13.3	5.0	0.2	0.9	639
Jamaica	4.2	21.9	9.1	9.1	1.5	12.1	6.8	7.2	10.2	10.9	6.8	—	0.4	265
Peru	5.3	19.9	4.4	14.4	3.4	1.9	7.2	5.1	9.9	21.8	5.3	0.2	1.3	473
MIDDLE EAST	**2.9**	**9.9**	**4.7**	**32.4**	**3.6**	**6.1**	**2.5**	**10.0**	**10.0**	**13.1**	**3.9**	**0.2**	**0.9**	**7,395**
Iran	3.2	4.7	2.8	38.2	1.5	12.3	1.1	9.8	13.3	8.5	3.6	0.1	1.0	1,650
Jordan	1.5	13.0	5.1	31.2	4.1	3.8	3.8	12.6	9.9	11.2	3.5	0.1	0.3	740
Lebanon	1.7	11.2	2.5	44.9	4.9	5.8	2.2	9.3	7.1	6.8	3.1	—	0.5	813
Saudi Arabia	3.7	10.7	10.2	20.0	4.0	4.1	3.3	9.5	5.1	20.8	7.5	0.1	0.8	943
Turkey	3.1	13.2	2.8	36.1	3.0	1.9	1.7	9.0	11.2	13.3	3.2	0.6	0.8	1,231
NORTH AMERICA	**1.7**	**8.6**	**10.4**	**6.4**	**8.7**	**18.5**	**11.5**	**2.7**	**10.8**	**13.9**	**5.9**	**0.1**	**0.7**	**4,123**
Canada	1.7	8.6	10.3	6.5	8.7	18.7	11.4	2.7	10.9	13.8	5.9	0.1	0.7	4,091
OCEANIA	**3.3**	**11.2**	**9.7**	**5.7**	**6.3**	**9.2**	**18.3**	**5.5**	**10.2**	**13.9**	**5.7**	**0.3**	**0.8**	**793**
Australia	2.3	12.0	10.7	6.4	6.2	10.4	18.7	5.9	9.2	12.0	5.7	0.3	0.2	577
Pacific Is. Trust Terr.	—	22.2	11.1	—	—	11.1	—	—	11.1	22.2	11.1	—	11.1	9
ALL REGIONS	**3.4**	**13.5**	**4.2**	**22.5**	**3.9**	**4.3**	**5.8**	**10.6**	**15.5**	**10.7**	**4.5**	**0.3**	**0.6**	**103,907**

2.11 Gender of Foreign Students by World Region and Leading Country of Origin, 1989/90

WORLD REGION/ COUNTRY	GENDER		Students Reported
	Male	Female	
AFRICA	**71.6**	**28.4**	**14,721**
Nigeria	73.1	26.9	2,531
Kenya	66.6	33.4	1,276
South Africa	65.7	34.3	1,205
Ethiopia	58.9	41.1	1,204
Egypt	81.8	18.2	1,074
ASIA	**66.1**	**33.9**	**117,667**
China	67.0	33.0	19,967
Taiwan	60.5	39.5	15,918
Japan	48.0	52.0	17,238
India	77.7	22.3	16,245
Korea, Rep. of	76.8	23.2	11,878
EUROPE	**61.6**	**38.4**	**25,893**
United Kingdom	62.2	37.8	4,024
Germany, F.R.	58.7	41.3	4,047
France	55.0	45.0	2,811
Greece	74.7	25.3	2,494
Spain	65.8	34.2	2,077
LATIN AMERICA	**58.0**	**42.0**	**28,125**
Mexico	66.5	33.5	3,428
Brazil	60.7	39.3	2,097
Colombia	59.5	40.5	1,935
Jamaica	47.8	52.2	1,386
Peru	60.0	40.0	1,604
MIDDLE EAST	**81.6**	**18.4**	**21,398**
Iran	66.7	33.3	4,219
Jordan	91.0	9.0	2,726
Lebanon	84.7	15.3	2,679
Saudi Arabia	90.5	9.5	2,586
Turkey	74.5	25.5	1,970
NORTH AMERICA	**57.0**	**43.0**	**10,808**
Canada	57.7	42.3	10,303
OCEANIA	**59.3**	**40.7**	**2,143**
Australia	60.1	39.9	1,006
Pacific Is. Trust Terr.	60.4	39.6	270
ALL REGIONS	**65.9**	**34.1**	**220,755**

groups of Mexicans (5%) and Brazilians (4%) studied agriculture, the largest proportions of all leading countries', except Kenya's.

Students from Peru were drawn to business and management (23%) and to the social sciences (11%) more often than other Latin Americans. Jamaicans are the most idiosyncratic: a very large percentage of them followed business and management programs (at 27%, this proportion is, after that of France, the highest of all leading sending countries worldwide). Jamaicans also showed a great affinity for the health fields, enrolling there in proportions twice as high as the regional average (9% compared to the regional average of 4%). On the other hand, they showed comparatively little interest in engineering, only 9% of them selecting it.

Perhaps predictably, as **Table 2.5** shows, substantial increases occurred in the shares of students from leading Latin American countries in business and management. Demand for engineering, however, has dropped in the last 20 years. Interest in the fine arts is up with students from all leading Latin American countries, and the social sciences have gained students or remained stable.

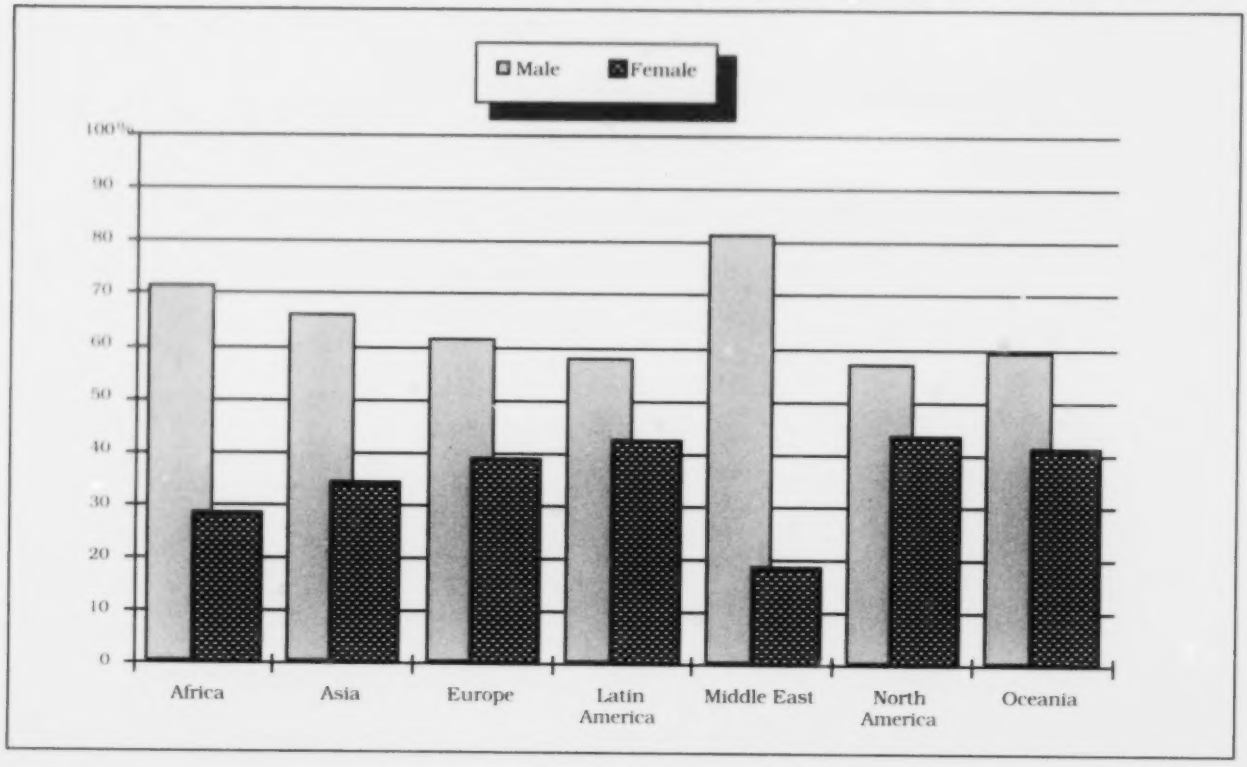
Academic Levels of Latin American Students

Latin America sent the highest proportion of undergraduates (70%) and the lowest proportion of graduate students (25%) of all world regions in 1989/90 (**Table 2.6 and Figure 2.A**), repeating a pattern established in the fifties. In the sixties and seventies, this pattern had changed somewhat: during this period there were proportionately fewer undergraduates (around 63%), slightly more graduate students (around 27%), and more students in non-degree, intensive English language, and technical training programs (10%) (**Table 2.7**).

Leading Countries: Generally, as **Table 2.6** shows, more students from the leading Latin American sending nations were at the graduate level than Latin American foreign students overall. This is particularly true of Brazilians, Mexicans, and Colombians (46%, 35%, and 31%, respectively compared to 25% for the whole region). Jamaicans were the only group with graduate proportions lower than the regional average (18%).

The past three decades have seen many changes in the undergraduate-to-graduate ratio of students from the leading Latin American countries. **Table 2.8** shows that fewer than 15% of Colombians were graduate students in 1954/55. By 1970, as many as

2.C *Gender of Foreign Students by World Region of Origin, 1989/90*



36% studied at that level, but that proportion declined to 31% by 1989/90. Enrollments of Colombians at "other" levels also peaked in 1970 at 17% due to a large influx of students to intensive English language programs, but dropped to 9% by the end of the eighties.

Mexicans' academic-level distribution over time is somewhat different. In the mid-fifties, graduate students accounted for nearly four-tenths (39%) of all Mexican foreign students, as can be seen in **Table 2.8**. Five years later, only 16% of these students were studying at the graduate level; however, this proportion doubled during the next decade to 32%, remaining fairly stable during the seventies. Between 1979 and 1989, it grew to 35%.

The trends in academic levels of Brazilian students from the mid-fifties to the late seventies were increasingly higher enrollments at the graduate level and correspondingly lower enrollments at the undergraduate level; however, these trends were reversed in the next decade, and, by 1989, equal proportions of undergraduates and graduates came from Brazil.

Colombian and Peruvian enrollments were also characterized by a gradual shift toward graduate education, while relative stability of the undergraduate-to-graduate ratio is characteristic of Jamaicans.

Undergraduate Latin American Students

Latin American students studying at the undergraduate level accounted for 8% of all foreign students in the United States in 1989/90. A surprisingly low percentage were male: at 55%, this is the lowest proportion of males of all regional groups except Oceanians' (**Table 2.9 and Figure 2.B**). Interestingly, the highest undergraduate enrollments were in "other" fields of study (22%), most likely in the liberal arts. Business and management (21%) and engineering (14%) were the next most popular fields of Latin American undergraduates, as can be seen in **Table 2.10**.

Undergraduate students from Jamaica were overrepresented in business and management (28%) and in the health sciences (8%), but showed comparatively little interest in engineering (9%). Brazilians were in higher concentrations in math and computer science (9%) and the social sciences (9%) than were other Latin American undergradu-

ates, while Colombians eschewed these fields and preferred engineering (15%). Equal shares (25%) of Peruvians were in business and in "other" fields.

Graduate Latin American Students

Only 3% of the foreign student population in the United States in 1989/90 consisted of Latin American graduate students. One-third of these (33%) were female (**Table 2.9 and Figure 2.B**). Along with other regional groups, Latin American graduate students were widely distributed among the various fields of study, as an examination of **Table 2.10** reveals. Business and management, engineering, the physical and life sciences, and the social sciences each enrolled about 14%, and agriculture and the humanities, 8% each. Graduate students differed tremendously from undergraduate students in their choices of fields of study. For example, while 14% of graduates enrolled in social science programs, only 6% of undergraduates were in this field. Similarly, 13% of graduates but only 4% of undergraduates studied physical and life sciences. Moreover, much higher proportions of graduates than undergraduates enrolled in agriculture and the humanities.

Graduate students from the leading Latin American countries had somewhat different preferences regarding fields of study, as **Table 2.10** reveals. The choices of Mexicans, Brazilians, and Colombians were similar to those of all students from this world region. However, Mexicans were drawn to the physical and life sciences (17%) more and to the social sciences (12%) less than others. Brazilians showed an above-average preference for engineering (18%) and the fine arts (9%) and a below-average interest in business and management (10%). The field-of-study choices of students from Peru and Jamaica were more atypical. Peruvians differed from other Latin Americans in their relatively high concentrations in the social sciences (22%) and business and management (20%) fields. Jamaicans chose business and management, health sciences, and education in proportions well above the regional average, but enrolled in below-average proportions in engineering, the physical and life sciences, and social sciences.

Gender of Latin American Students

Interestingly, the proportion of women among Latin American students (42%) is the second highest of all world regional groups, closely following North Americans (43%) (**Table 2.11 and Figure 2.C**). The high representation of women was not completely consistent throughout the region, however, as only 34% of Mexican students were women, the lowest percentage among leading Latin American nations. Jamaica sent more female students than male. At 52%, its proportion of females was the highest not only for the region, but for all leading sender nations worldwide except Japan, which also sent as many females.

MIDDLE EASTERN STUDENTS

Students from the Middle East constituted 10% of all foreign students in the United States in 1989/90 (**Table 2.1**). Their share of the foreign student population is the smallest it has been since the fifties (**Table 2.2**). The number of students from the Middle East coming to this country increased tremendously after the oil boom of the early seventies, with a five-fold increase in ten years. By the end of the seventies, they constituted nearly 30% of the U.S. foreign student body. Since then, a sharp drop in enrollments of Iranians, as well as of other Middle Easterners, combined with an increased flow of students from other regions (especially from Asia), have resulted in a drastic shrinkage of the share of Middle Easterners to 10%, a third of their peak figure.

Fields of Study of Middle Eastern Students

The field-of-study choices of Middle Easterners are characterized by a high preference for engineering and a comparatively low interest in business and management when compared to choices of other regional groups. Just under a third (32%) of students from the Middle East, a proportion much higher than those of other regional groups, were studying engineering in 1989/90 (**Table 2.3 and Figure 2.A**). On the other hand, although business and management was the number two choice of Middle Easterners, the proportion choosing this field (15%) was the lowest of all world regions except North America. Mathematics and computer science was the only other field that drew more than 10% of students from the Middle East (12%), the remaining fields being chosen by fewer than 8%.

History: Data on the fields of study chosen by Middle Easterners in past decades, presented in **Table 2.4**, reveal that engineering has always been the field of choice of Middle Eastern students, with as many as

one-third of them choosing it in 1949. In the following two decades, this proportion increased significantly, peaking at 42% in 1979. During the eighties, however, engineering lost its appeal, and the proportion of Middle Eastern students selecting it fell 10 points to reach 32% in 1989. A shift away from agriculture, the humanities, and the health sciences in favor of business and management and mathematics and computer science also occurred since the fifties, with the proportion studying math and computer science doubling in the last decade.

Leading Countries: Not surprisingly, engineering was the most popular field of students from all major foreign student senders in the Middle East, although the proportions choosing it ranged from 26% (Saudi Arabia) to 40% (Lebanon) (**Table 2.5**). Similarly, business and management was the number two field for all groups but the Iranians, enrolling from 14% (Saudi Arabia) to 21% (Turkey). Preference for other fields was more country-specific. For instance, Iranians chose the health sciences (12%) and the physical and life sciences (14%) at least twice as often as all students from this region. Likewise, Saudi Arabians selected math and computer science (17%) and the social sciences (10%) in well-above-average proportions.

Over the past 40 years, major trends in Middle Eastern enrollments in various fields of study have been a substantial and continuous increase in the percentages of students in business and management and in math and computer science fields; a rise in engineering enrollments until the late seventies, and a shrinking of these enrollments since then; and a corresponding moving away from the health sciences and the social sciences (**Table 2.5**). Engineering enrollments peaked among Jordanian and Lebanese students in 1979/80, with over half of each group in this field. A large number of Iranians (45%) also chose engineering in that year. However, since then, these proportions have shrunk considerably. In the last decade, the share of Iranian, Jordanian, Lebanese, and Saudi Arabian students in math and computer science doubled. A large increase in the proportions of Iranians enrolling in the health sciences (from 3% to 12%) and physical and life sciences (from 7% to 14%) also occurred during this period.

Academic Levels of Middle Eastern Students

The Middle East had the highest proportion of undergraduates among its students of all world regions except Latin America, with 62% of its students studying at the undergraduate level (**Table 2.6 and Figure 2.A**). Two of the leading national groups, Jordanians and Lebanese, had even higher proportions of undergraduates: over two-thirds of Jordanians (69%) and nearly as many Lebanese (66%) studied at the undergraduate level. The reverse was true for Turkish students, a good majority of whom were in graduate programs.

Overall, the distribution of Middle Easterners by academic level has fluctuated since the mid-fifties (**Table 2.7**). Nearly one-third of the students were in graduate programs in 1954/55; after some wavering in the sixties and seventies, the share of graduate students fell to 23% by 1980. Due to the drastic decline in the flows of undergraduates from Iran and other Middle Eastern countries in the eighties, and increases in the graduate enrollments from Turkey during that same period, the graduate-level share of Middle Easterners rose to 33%. The percentages of graduate students from Iran (37%) and Saudi Arabia (38%) were larger in 1989/90 than ever before (**Table 2.8**). The proportion of Jordanian graduate students, as high as 30% in 1969, fell considerably to 19% by 1979 but rose by seven points in the last ten years.

Undergraduate Middle Eastern Students

Middle Easterners studying at the undergraduate level constituted approximately 5% of the foreign student body in this country in 1989/90 (**Table 2.1**). A weighty 82% of them were male (**Table 2.9 and Figure 2.B**), the highest proportion from any region. One-third (33%) of all Middle Eastern undergraduates majored in engineering (**Table 2.10**); another 18% chose business and management, and an additional 13% were enrolled in mathematics and computer science programs. Enrollments in each of the other fields of study were comparatively small.

The fields selected by Iranian undergraduates differed markedly from those chosen by students from other leading Middle Eastern countries (**Table 2.10**). Below-average percentages of Iranians studied engineering (24%), and an even more disproportionate 8% chose business and management. However, very high proportions of them (approximately three times the regional average) chose the physical and life sciences (15%) and the health sciences (12%). Turkish undergraduates were highly overrepresented in business and management (37%) and the social sciences (7%) and substantially

underrepresented in engineering (18%) and math and computer science (8%). Jordanians were overrepresented in engineering, with 42% enrolling in that field. Saudi students, while enrolled in average proportion in engineering (33%), had double the concentration of other Middle Eastern students in math and computer science (24%). For all five leading Middle Eastern countries, the proportion of students in the humanities was below 1% and well below the world average of 3%.

Graduate Middle Eastern Students

Middle Eastern graduate students made up 3% of the foreign student population in the United States in 1989/90 (**Table 2.1**). All but 18% were men (**Table 2.9 and Figure 2.B**), a proportion equal to the proportion of men among undergraduates from this region. The distribution of all Middle Eastern graduate students among different fields of study was more diverse than that of undergraduates (**Table 2.10**). Not surprisingly, the largest group studied engineering, withjust under one-third in this field (32%). About 13% chose the social sciences, and equal shares of 10% chose business and management, the physical and life sciences, and math and computer science. Of the remaining fields, only health sciences attracted more than 5% of Middle Eastern graduate students.

Like their undergraduate counterparts, Iranian graduate students were underrepresented in business and management (5%), but unlike the undergraduates they were overrepresented in engineering (38%) as shown in **Table 2.10**. Iranians were also the only group of Middle Eastern graduate students to select health sciences in a proportion over 10%. Saudi Arabians were remarkable in their strong attraction to both education (10%) and the social sciences (21%). Close to half (45%) of Lebanese graduate students were enrolled in engineering programs, the highest enrollment of any leading nationality worldwide. There were proportionately more Jordanians in math and computer science and more Turks in business and management than other Middle Easterners.

Gender of Middle Eastern Students

A mere 18% of students from the Middle East were women in 1989/90, as shown in **Table 2.11 and Figure 2.C**, despite the fact that one-third (33%) of Iranian students, the largest national subgroup from the Middle East, were female. The very low proportions (less than 10%) of women coming from other leading Middle Eastern countries, such as Jordan and Saudi Arabia, explain the severe underrepresentation of females among students from this region.

NORTH AMERICAN STUDENTS

Only 5% of foreign students in the United States in 1989/90 were from North America, and all but a few came from Canada (**Table 2.1**). Students from this region held a higher share of the foreign student population prior to 1980. As high as 17% in 1949/50, the North American percentage fell steadily over the years, dropping to 10% by the end of the sixties, and reaching the present low level at the end of the seventies (**Table 2.2**).

Fields of Study, Academic Levels, and Gender

The field-of-study distribution among North American students was much more heterogeneous than that of other regional groups. The most popular field of study among this group was business and management, attracting a modest 15% of students (**Table 2.3 and Figure 2.A**). Unlike most other groups, fewer than 10% of North Americans studied engineering and very few (2%) chose mathematics and computer science. However, sizeable groups, ranging from 6% to 14%, enrolled in fields not popular with students from most other regions: the health sciences, the social sciences, education, and the humanities.

The fields of study preferred by North American students have changed over the past four decades. The most notable changes are a steady decline in enrollments in the humanities and a parallel increase in enrollments in business and management. Twice as many North Americans chose business and management in 1989/90 than in 1949/50 (15% compared to 7%), but fewer than half as many chose the humanities, (6% compared to 16%) (**Table 2.4**).

Over one-third of North Americans (37%) were enrolled in graduate programs (**Table 2.6 and Figure 2.A**), a rather low proportion compared to those of Europeans and Asians. However, a relatively high percentage of this group, 43%, were women, the highest proportion of any regional group (**Table 2.11**). The proportion of North Americans at the graduate level, about 30% in the fifties, rose to a high of 40% in the next ten years, but fell to around 30% in the seventies. In the eighties, it was on the rise

again, reaching 37% by the end of the decade (**Table 2.7**).

Undergraduate North American Students

In 1989/90, just over half (56%) of North American undergraduate students were men (**Table 2.9 and Figure 2.B**), a proportion comparable to that of Oceania and Latin America. The fields of study preferred by undergraduate students were business and management, chosen by 19%; "other" fields such as liberal arts, selected by 15%; and the health sciences, preferred by 11% (**Table 2.10**).

Graduate North American Students

Nearly six out of every ten North American graduate students (58%) were men in 1989/90, a proportion slightly higher than that of undergraduates (**Table 2.9**). The fields of study selected by all North American graduate students differed markedly from those chosen by undergraduates. As shown in **Table 2.10**, graduate students selected the humanities (12%), the health sciences (19%), and the physical and life sciences (11%) much more often and business and management (9%) and engineering (6%) less often than undergraduates.

OCEANIAN STUDENTS

Fields of Study, Academic Levels, and Gender

Students from Oceania accounted for a mere 1% of the foreign student population in the United States in 1989/90, a proportion that has remained virtually unchanged since 1950, as can be seen in **Tables 2.1 and 2.2**.

Oceanians chose fields of study in patterns which are in some ways unique and in other ways similar to those of North Americans (**Table 2.3 and Figure 2.A**). As many as 13% majored in the social sciences and 8% majored in education, the highest proportions in these fields, closely mirroring the regional averages of North America. Business and management was the most favored field, attracting close to one-fifth of Oceanians (18%), while engineering fared badly, with only 5% of these students. Also noteworthy is the selection of humanities by 9% of Oceanians, the highest proportion for any regional group. (**Table 2.3 and Figure 2.A**). Oceanian enrollments in intensive English language programs were high (5%) despite the fact that fewer than 1% of Australians, the largest group from this region, were in this field.

Demand for various fields of study changed substantially from 1960 to 1970, with the health sciences, humanities, and physical and life sciences losing enrollments, and education and business and management gaining students (**Table 2.4**). The changes in the eighties have been equally as dramatic for some fields. For instance, the proportion of Oceanians in education fell by half in the eighties, from 15% to 8%. The health sciences and the social sciences also suffered losses in the same period. However, the popularity of the math and computer science field increased: in 1980, this field held 3% of the students, but by 1989/90 it had 6% of them.

In 1989/90, well over one-third (36%) of the students from this region were graduate students (**Table 2.6 and Figure 2.A**), and four out of ten (41%) were women (**Table 2.11 and Figure 2.C**). In the fifties and sixties, over half of Oceanian students were studying at the graduate level; by the end of the seventies, however, the graduate student share had plummeted to little over a third (34%). Since then it has risen slightly to 36% (**Table 2.7**).

Undergraduate Oceanian Students

In 1989/90, 46% of undergraduate students from Oceania were female, the highest proportion of any regional group (**Table 2.9**). Just under one-quarter of all Oceanian undergraduates studied business and management (24%). The second largest group, approximately one-fifth (18%), were in "other" fields, such as the liberal arts. Oceanian undergraduates, like their North American counterparts, showed comparatively little interest (6% compared to a worldwide average of 17%) in engineering (**Table 2.10**).

Graduate Oceanian Students

Over two-thirds (68%) of Oceanian graduate students in 1989/90 were male (**Table 2.9 and Figure 2.B**). As a whole, as **Table 2.10** indicates, Oceanian graduate students' enrollment in the various fields of study was rather atypical: 18% selected the humanities, a proportion that was more than three times the average for all world regions. Similarly, they enrolled in strong numbers in education, at 10%, twice the world average, matched only by North America. However, they had among the lowest proportions worldwide in engineering (6% compared to 23% worldwide) and the health sciences (10% compared to the overall average of 16%).

3. FOREIGN STUDENTS IN U.S. REGIONS AND STATES

INTRODUCTION

Having established the characteristics of regional and national subgroups of foreign students in the United States, we move now to an examination of different subgroups. In this chapter, we will focus on subgroups of international students based on their geographic location within the United States. More specifically, we will present profiles of subgroups of foreign students found in different U.S. regions and states. The focus is on the geographic origin of subgroups of foreign students.

This chapter will answer such questions as: how does the foreign student population vary in different states, e.g., Florida compared to California? Are students from certain world regions overrepresented or underrepresented in specific regions or states? The information presented in this chapter may be of particular interest to policy makers who want information on foreign students in their state.

FOREIGN STUDENTS BY LOCATION IN THE UNITED STATES

Table 3.1 shows the distribution of foreign student groups, both by percentage and absolute number, within specific areas of the United States in 1989/90. Before examining how various groups compare, it is well to review briefly the overall composition of foreign students: 6% came from Africa, 54% from Asia, 12% from Europe, 13% from Latin America, 10% from the Middle East, 5% from North America, and 1% from Oceania (**Table 2.1**). It is also necessary to keep in mind the significant differences in the absolute numbers of foreign students among regions and among states within regions.

Northeast

Over half (54%) of the foreign students attending institutions in the Northeast in 1989/90 were Asians, a proportion equal to the national average (**Table 3.1**). The region was attractive to Europeans as well: 16% of the students here were from Europe, while in the United States overall Europeans made up just 12%. The third largest group of the Northeast's foreign students came from Latin America (10%), while Middle Easterners (8%), Africans (6%), and North Americans (6%) accounted for most of the remaining students.

In many New England states, Asians constituted well over half of the foreign student population. New Jersey and New York had the highest proportions (60% and 58%, respectively). Pennsylvania and New Hampshire, with 54% and 53% of their foreign students being Asian, were more in keeping with the national average. In Vermont and Maine, the Northeastern states with the lowest percentage of Asian students (36% and 30%, respectively), still close to or over one-third of the international students came from this region. European students were more evenly distributed throughout most of the Northeastern states in 1989/90. Rhode Island had the largest proportion of Europeans, 22%, followed closely by Massachusetts (21%). Maine was well below the regional average, but in keeping with the national average with 12%. North American students (predominantly from Canada), while accounting for only 5% of all foreign students, constituted a very large percentage of foreign students in Maine (36%). However, in New Hampshire, the state with the next largest group of North American students in New England, this group made up only 8% of the international student population.

One state, Connecticut, attracted disproportionately more students from the Middle East than other Northeastern states, with as many as 16% of its foreign students coming from this region, a proportion twice the regional average (8%) and well over the national average of 10%. Connecticut also stands out in its small percentage of North Americans (only 2%) and a comparatively high proportion of Latin Americans (12% compared to a regional average of 10%). Latin Americans were represented in highest proportions in Vermont, where they accounted for one-third of foreign students. African students were in highest concentrations in New Hampshire (8%) and Pennsylvania (8%) and underrepresented in New York (4%) and Rhode Island (5%).

South

As in every other U.S. region, students from Asia

3.1 *World Region of Origin of Foreign Students Within U.S. Regions and States, 1989/90*

U.S. REGION/STATE	WORLD REGION (Percentages)							Students Reported
	Africa	Asia	Europe	Latin America	Middle East	North America	Oceania	
NORTHEAST	**5.6**	**53.5**	**15.8**	**10.2**	**7.9**	**6.2**	**0.7**	**56,095**
Connecticut	6.3	48.8	15.1	12.1	16.0	1.6	0.1	1,604
Maine	5.9	30.3	11.6	10.3	4.4	36.4	1.1	456
Massachusetts	5.8	45.5	20.7	11.4	8.2	7.4	1.0	13,632
New Hampshire	7.6	52.8	17.0	7.5	6.4	8.4	0.3	1,041
New Jersey	5.9	60.3	13.7	6.6	8.8	3.8	0.8	6,297
New York	4.4	58.4	12.6	9.7	7.1	7.1	0.7	20,412
Pennsylvania	7.5	53.6	16.2	10.2	8.0	3.9	0.6	10,158
Rhode Island	5.1	50.4	21.9	8.7	7.1	5.9	0.9	1,636
Vermont	5.5	36.3	16.2	32.7	5.5	3.4	0.5	859
SOUTH	**9.2**	**42.0**	**11.4**	**23.3**	**10.5**	**3.0**	**0.5**	**56,538**
Alabama	12.9	56.1	6.8	10.7	9.7	3.4	0.4	2,673
Arkansas	5.0	52.7	5.9	16.0	16.9	2.6	0.9	1,611
Delaware	9.4	55.6	14.5	11.5	6.3	2.0	0.8	1,002
District of Columbia	19.1	32.0	9.0	20.0	15.1	4.4	0.4	7,169
Florida	3.3	18.3	11.0	56.2	8.6	2.3	0.2	12,797
Georgia	9.4	51.4	14.1	13.2	7.9	3.1	0.8	4,701
Kentucky	12.2	55.5	8.2	9.8	11.5	2.5	0.2	2,282
Louisiana	11.4	38.6	12.8	20.4	14.4	2.3	0.2	1,999
Maryland	11.4	47.7	13.2	15.4	9.5	2.2	0.5	6,062
Mississippi	5.8	66.1	6.7	10.8	8.5	1.7	0.4	1,558
North Carolina	9.9	49.8	13.3	11.5	10.7	4.2	0.7	3,396
South Carolina	7.8	46.5	21.3	12.4	7.4	4.1	0.6	2,258
Tennessee	7.4	58.2	7.9	9.0	13.8	3.1	0.5	3,328
Virginia	7.1	53.7	14.7	10.7	9.9	3.3	0.7	4,430
West Virginia	8.1	63.0	9.5	7.7	8.3	3.0	0.4	1,272
SOUTHWEST	**5.4**	**56.5**	**9.3**	**15.0**	**10.4**	**2.6**	**0.8**	**28,894**
Arizona	4.8	54.3	11.4	9.3	15.2	4.1	0.8	5,880
New Mexico	7.6	40.9	12.0	18.7	15.8	3.9	1.1	1,355
Oklahoma	6.3	65.1	4.5	9.1	12.5	1.9	0.6	4,694
Texas	5.2	56.1	9.7	18.4	7.7	2.2	0.8	16,965
MIDWEST	**6.6**	**60.1**	**9.7**	**7.4**	**9.7**	**6.0**	**0.6**	**64,707**
Illinois	5.7	62.5	11.1	7.8	9.0	3.2	0.6	9,717
Indiana	6.6	58.8	11.3	7.8	10.6	4.1	0.7	6,452
Iowa	5.9	69.3	7.4	7.7	6.1	2.7	0.8	5,389
Kansas	6.5	61.0	8.1	10.6	12.1	1.3	0.4	5,645
Michigan	6.5	50.7	9.2	6.2	11.7	15.2	0.5	10,771
Minnesota	8.5	53.9	14.0	9.2	6.1	7.7	0.6	4,259
Missouri	9.4	55.8	8.8	8.7	11.0	4.3	2.1	2,571
Nebraska	9.6	62.3	6.7	8.2	8.1	2.9	2.2	1,743
North Dakota	3.9	32.6	2.0	3.2	4.6	53.6	0.1	746
Ohio	6.6	64.5	8.0	5.7	11.4	3.4	0.5	10,984
South Dakota	6.1	55.9	27.3	1.2	7.3	2.0	0.2	410
Wisconsin	5.5	66.4	11.0	6.9	7.4	2.3	0.4	6,020
MOUNTAIN	**5.3**	**53.6**	**12.7**	**7.2**	**12.6**	**7.4**	**1.1**	**7,003**
Colorado	6.1	43.3	18.4	7.1	19.9	4.5	0.9	2,670
Idaho	6.6	54.3	8.6	13.6	6.4	8.8	1.8	560
Montana	3.3	50.3	8.4	3.9	4.0	28.3	1.8	724
Nevada	5.6	56.5	16.1	6.5	6.9	7.3	1.2	248
Utah	4.8	64.4	8.9	7.2	9.7	4.0	1.0	2,733
Wyoming	4.4	47.1	7.4	—	7.4	29.4	4.4	68
PACIFIC	**3.4**	**64.7**	**10.3**	**6.2**	**9.1**	**3.6**	**2.7**	**34,606**
Alaska	5.8	51.4	15.2	6.5	5.1	15.2	0.7	138
California	3.7	64.7	11.1	7.2	9.5	2.6	1.2	25,459
Hawaii	0.7	72.2	3.5	1.4	0.5	2.7	18.9	2,801
Oregon	3.5	61.3	10.6	5.0	12.6	5.3	1.7	4,216
Washington	3.9	62.1	9.4	2.5	8.0	12.8	1.3	1,992
OTHER	**0.5**	**11.4**	**3.8**	**67.6**	**0.8**	**1.1**	**14.9**	**638**
Guam	—	38.3	—	—	—	—	61.7	154
Puerto Rico	0.6	2.9	5.0	89.0	1.0	1.4	—	484
Virgin Islands	—	—	—	—	—	—	—	—
ALL STATES	**6.3**	**54.4**	**11.6**	**12.5**	**9.5**	**4.7**	**1.0**	**248,481**

were the predominant group in the South. But with 42%, the South had the smallest percentage of Asians of any U.S. region. Conversely, compared to other U.S. regions, a very large proportion of students in the South were from Latin America; at 23%, the South had the highest concentration of Latin Americans in the country. The South also had more Africans among its students than other regions, though Africans made up only 9% of its total foreign student population. Europeans, showing an affinity for the South as well, accounted for 11% of foreign students there. North Americans, on the other hand, were underrepresented at 3%.

The make-up of foreign student populations of the various Southern states, according to world region of origin, varied greatly. For instance, more than one-half (56%) of Florida's foreign students were Latin Americans, a share almost two-and-a-half times higher than the average for the South and over four times higher than the national average. By contrast, strikingly small proportions of Florida's foreign student population were Asians (18% compared to the regional average of 42%) and Africans (3% compared to 9% for the region). The District of Columbia and, to a lesser degree, Alabama drew disproportionately high numbers of Africans with 19% and 13% of their students, respectively, coming from this region.

Two-thirds of the foreign students in Mississippi (66%) and almost as high a share of the students in West Virginia (63%) came from Asia, proportions much higher than the regional average. Mississippi also had one of the lowest representations of Europeans, with only 7% of its students coming from Europe; only Arkansas's 6% was lower. Europeans were strongest in South Carolina where they made up over one-fifth (21%) of the state's foreign students. South Carolina's Middle Eastern student share, however, was one of the lowest of any state at 7%. Arkansas held the highest share of Middle Easterners with 17%.

Southwest

The composition of the foreign student population in the Southwest region was similar to the composition of the entire foreign student population in the U.S. in 1989/90, with the exception of a slight underrepresentation of Europeans (9%) and a slight overrepresentation of Latin Americans (15%). Patterns in individual states varied. A very high percentage (65%) of Oklahoma's foreign students originated in Asia, and a relatively low proportion (5%) originated in Europe. New Mexico had higher proportions of Africans (8%), Europeans (12%), Latin Americans (19%), and Middle Easterners (16%) than other Southwestern states and the smallest proportion of Asians (41%). Texas was characterized by a relatively large percentage of Latin Americans (18%) and a significantly lower percentage of Middle Easterners (8%). Finally, Arizona had the highest proportion of North Americans among its foreign students (4%) of all states in the Southwest.

Midwest

Six out of ten of the Midwest's foreign students (60%) came from Asia in 1989/90, a share considerably higher than the U.S. average. Middle Easterners accounted for an additional 10% of foreign students in the Midwest, and an equal share (10%) came from Europe. Latin Americans held the fourth largest proportion with 7%, a proportion substantially lower than the national average of 13%.

Examination of the geographic origins of foreign students in individual states helps to explain why the Midwest had heavier concentrations from one world region, Asia, and lower ones from others. The high proportion of Asians overall was due partly to their high concentration in Iowa; with 69% of its foreign students coming from Asia, Iowa had one of the highest concentrations of Asians anywhere in the United States. High concentrations of Asians were also found in Wisconsin (66%) and Ohio (65%); these percentages are much higher than the national average of 54%. North Dakota was the only state in the Midwest where Asians did not account for over half of the foreign students; in fact, Asians constituted only 33% of North Dakota's foreign students. With regard to other world regions, the proportion of Africans in the Midwest was close to the overall U.S. average, despite the fact that Nebraska (10%), Missouri (9%), and Minnesota (9%) had shares of Africans well above the national average. North Dakota and Michigan, states within close proximity to Canada, had disproportionately large percentages of North Americans among their foreign students (54% and 15%, respectively). North Dakota's 54% was ten times the national average, giving the Midwest overall a high percentage (6%) of North Americans, even though in only three of the twelve states in the region did North Americans account for more than 5% of foreign students. Again, in evaluating the importance of these per-

centages, it should be kept in mind that absolute numbers of students vary widely from state to state: Michigan, for instance, had at least 14 times as many foreign students as North Dakota.

In only one Midwest state, Kansas (11%), did Latin Americans account for more than 10% of foreign students. In other states in the Midwest, they accounted for 9% or fewer. Their representation was particularly low in South Dakota, where they made up a mere 1% of foreign students. Latin Americans also held very low shares of the foreign student populations in North Dakota (3%) and Ohio (6%); this contributed to lowering their representation in the Midwest overall, particularly since Ohio's total foreign student enrollment was quite large. Below average European and average Middle Eastern percentages in the Midwest are partly explained by North Dakota's enrollment pattern; only 2% of this state's students were from Europe and only 5% were from the Middle East.

Mountain

In 1989/90, the Mountain region was characterized by a high proportion of Middle Eastern students (13% compared to 10% nationally) and a relatively low proportion of Latin Americans (only 7% compared to 13% nationally). North Americans were slightly overrepresented at 7%, two points higher than the national average. African, Asian, and European shares of foreign students in this region were very close to those for the entire country. Bear in mind that of all U.S. regions, the Mountain region had, by far, the smallest foreign student population.

With 20% of its foreign students originating in the Middle East, Colorado was largely responsible for the high percentage of Middle Easterners in the Mountain region. In all of the United States, no other state had higher percentages of Middle Easterners among its foreign students. In other parts of the Mountain region, different groups predominated. Close to two-thirds (64%) of Utah's foreign students were from Asia, a share 10 percentage points higher than the regional and national averages. The North Americans' share of Wyoming's foreign student population was also disproportionately high; at 29%, it was more than four times higher than the regional average. Montana, also close to Canada, had a very high proportion of North Americans (28%) among its international students. In contrast, both these states had very low percentages of Latin Americans (Montana had 4% and Wyoming had fewer than 1%), although 7% of all students in the Mountain region were Latin Americans. The state with the highest proportion of Latin Americans was Idaho (14%). Africans fared best in Idaho as well, where they made up 7% of that state's foreign student population. Finally, Nevada (16%) and Colorado (18%) had the largest proportion of European students studying at their colleges and universities of all states in this region.

Pacific

Close to two-thirds of foreign students in the Pacific region (65%) came from Asia in 1989/90, making this the region with the highest concentration of Asians. Relatively few foreign students in this region were from Africa and Latin America (3% and 6%, respectively). The proportion of Europeans was slightly lower than the national average (10%), as was that of Middle Easterners (9%).

With the exception of slightly higher percentages of Europeans and Latin Americans, the regional pattern held true for California, the U.S. state which, in 1989/90, enrolled the most foreign students. At 65%, California's percentage of Asians was one of the highest in the United States. In absolute numbers, this represents the largest Asian student population of any state. The second largest percentage of foreign students in California was from Europe (11%), and the third largest from the Middle East (10%). Latin Americans constituted fewer than 8% of California's foreign students, a surprising percentage given the proximity of California to Central America (especially Mexico) and South America. Finally, North American students were underrepresented in California at 3%, a share 2 percentage points below the national average.

Due to geographic proximity, understandably, most of Hawaii's foreign students came from Asia (72%) and Oceania (19%) and very small percentages were from Europe (4%) and the Middle East (1%). Similarly, Washington's foreign student body included a large proportion of North Americans (13%) and a relatively small share of Latin Americans (3%). Not surprisingly, Alaska had the highest percentage of North Americans among its foreign students (15%). Alaska also had the highest proportion of Africans (6%) in the Pacific region. It is important to keep in mind, however, that the size of Alaska's foreign student body is the smallest in the United States. Finally, Oregon's foreign student population was characterized by a relatively high proportion of Middle Easterners (13%).

4: FOREIGN STUDENTS BY ACADEMIC LEVEL

INTRODUCTION

The focus of this chapter is on subgroups of foreign students classified by academic level. This chapter presents separate profiles of undergraduate and graduate international students. The geographic origin, fields of study, and gender of the two groups will be examined. This section provides answers to questions such as: what do foreign undergraduates study? Are the fields undergraduates choose similar to those of graduate students? Where do most international graduate students come from?

Graduate Students

Over four-tenths (45%) of foreign students in the United States in 1989/90 were studying at the graduate level, as shown in **Table 2.6**. The most striking characteristic of this group is the predominance of students from Asia (**Table 4.1**). Close to two-thirds of all graduate students (65%) were from this region, over four-tenths (42%) coming from East Asia alone (**Table 4.1 and Figure 4.A**). Europeans made up 11%, while Latin Americans and Middle Easterners each represented roughly 7% of foreign graduate students. Africans and North Americans accounted for 6% and 4%, respectively.

The most popular field of study among graduate students was engineering, with nearly one-quarter (23%) of them enrolled in this field (**Table 4.2**). Other fields of study pursued by sizeable proportions of foreign graduate students were: the physical and life sciences, selected by 16%; business and management (13%); math and computer science and the social sciences (11% each).

The vast majority of the graduate foreign students, as shown in **Table 4.3 and Figure 4.B**, were males (71%). Women fared somewhat better at the master's level, where they constituted 32% of the population. However, they made up only one-fourth of Ph.D. students.

Undergraduate Students

Nearly half of the international students in the United States enrolled in undergraduate level programs in 1989/90, as shown in **Table 2.6**. The

4.1 World Region and Subregion of Origin of Foreign Students Within Academic Levels, 1989/90

WORLD REGION/ SUBREGION	ACADEMIC LEVEL			All Levels
	Undergraduate	Graduate	Other	
AFRICA	**7.3**	**5.7**	**4.0**	**6.4**
Eastern Africa	2.5	1.3	1.0	1.9
Central Africa	0.6	0.3	0.4	0.4
North Africa	0.9	1.6	1.3	1.3
Southern Africa	0.9	0.6	0.3	0.7
West Africa	2.3	1.9	0.9	2.0
ASIA	**44.1**	**64.8**	**58.3**	**54.1**
East Asia	22.8	42.4	43.1	32.6
South Central Asia	7.3	15.1	5.5	10.7
Southeast Asia	14.0	7.3	9.6	10.8
EUROPE	**12.1**	**10.6**	**14.8**	**11.6**
Eastern Europe	0.7	0.9	1.2	0.8
Western Europe	11.4	9.7	13.6	10.8
LATIN AMERICA	**17.8**	**7.1**	**11.1**	**12.7**
Caribbean	5.4	1.0	1.1	3.2
Central America	6.6	2.2	3.9	4.5
South America	5.7	3.9	6.2	5.0
MIDDLE EAST	**11.8**	**7.1**	**9.2**	**9.6**
NORTH AMERICA	**5.7**	**3.9**	**1.3**	**4.7**
OCEANIA	**1.1**	**0.8**	**1.2**	**0.9**
STATELESS	—	—	—	—
ALL REGIONS	**120,671**	**107,880**	**13,132**	**100.0**

geographic origins of undergraduate foreign students were more diverse than those of graduate students (**Table 4.1 and Figure 3.A**). Thus, although the largest percentage again came from Asia, only four-tenths (44%) of all undergraduate foreign students were from this region. Latin Americans, the second largest regional group among international undergraduate students, accounted for 18%, a proportion more than twice as high as that of graduate students. Europeans constituted 12% of undergraduates, a share almost equal to the European share of graduate students. Of the remaining students at the undergraduate level, about 12% were Middle Easterners, 7% were Africans, 6%

4.2 *Fields of Study of Foreign Students Within Academic Levels, 1989/90*

FIELD OF STUDY	ACADEMIC LEVEL			All Levels
	Under-graduate	Graduate	Other	
Agriculture	1.0	3.5	0.5	2.1
Business & Mgmt.	24.3	13.4	7.3	18.4
Education	2.4	4.3	2.2	3.2
Engineering	17.1	22.7	11.4	19.3
Fine and Applied Arts	5.8	3.9	5.5	4.9
Health Sciences	4.0	4.3	1.0	4.0
Humanities	2.5	5.8	6.4	4.2
Math & Computer Sci.	9.0	10.7	2.7	9.4
Physical & Life Sci.	4.4	15.5	1.9	9.3
Social Sciences	7.0	10.6	3.0	8.4
Other	13.4	4.5	4.8	8.9
Intensive English Lan.	0.4	0.3	34.2	2.2
Undeclared	8.7	0.6	18.9	5.6
ALL FIELDS	**116,779**	**106,486**	**13,088**	**236,353**

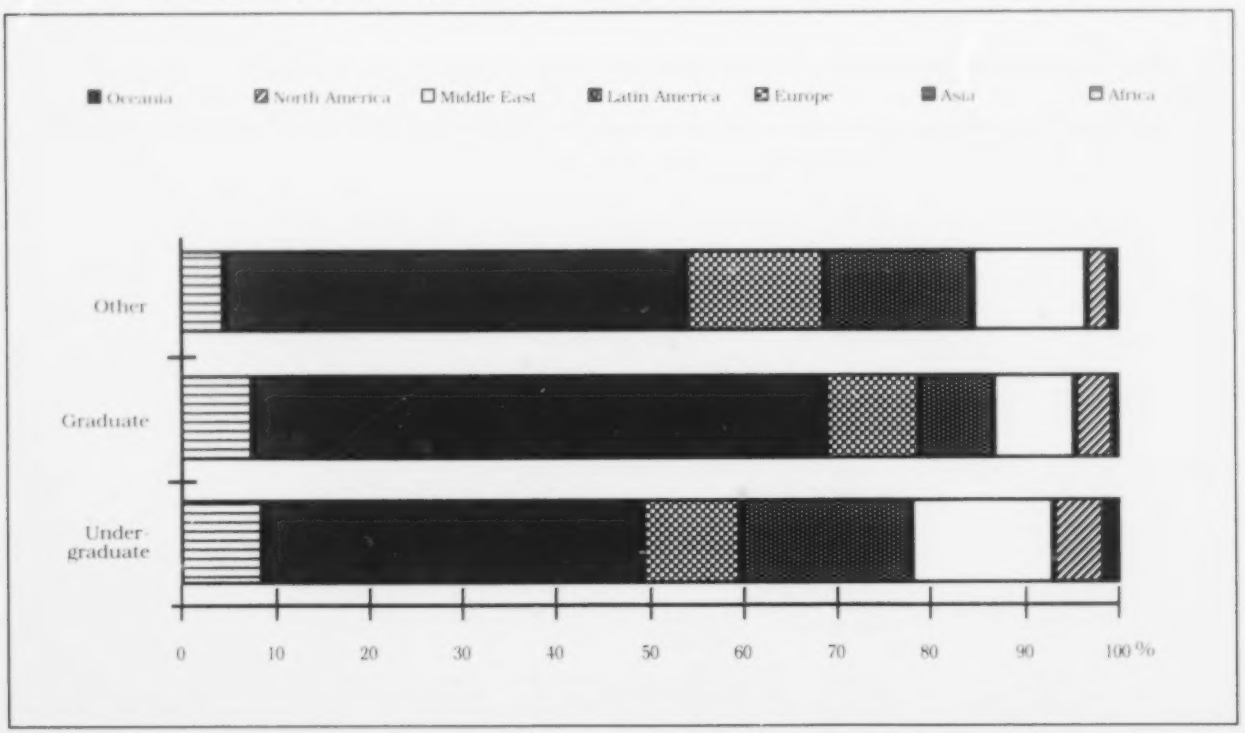
4.3 *Gender of Foreign Students Within Academic Levels, 1989/90*

Academic Level	GENDER		Number of Students
	Male	Female	
Undergraduate, Total	**61.5**	**38.5**	**108,875**
Associate	54.8	45.2	27,517
Bachelor's	63.8	36.2	81,358
Graduate, Total	**71.4**	**28.6**	**99,892**
Master's	67.8	32.2	44,479
Doctorate	75.1	24.6	40,479
Professional Training	70.1	29.9	2,522
Graduate, Unspecified	71.5	28.5	12,612
Other	**58.8**	**41.2**	**12,229**
ALL LEVELS	**65.8**	**34.2**	**219,710**

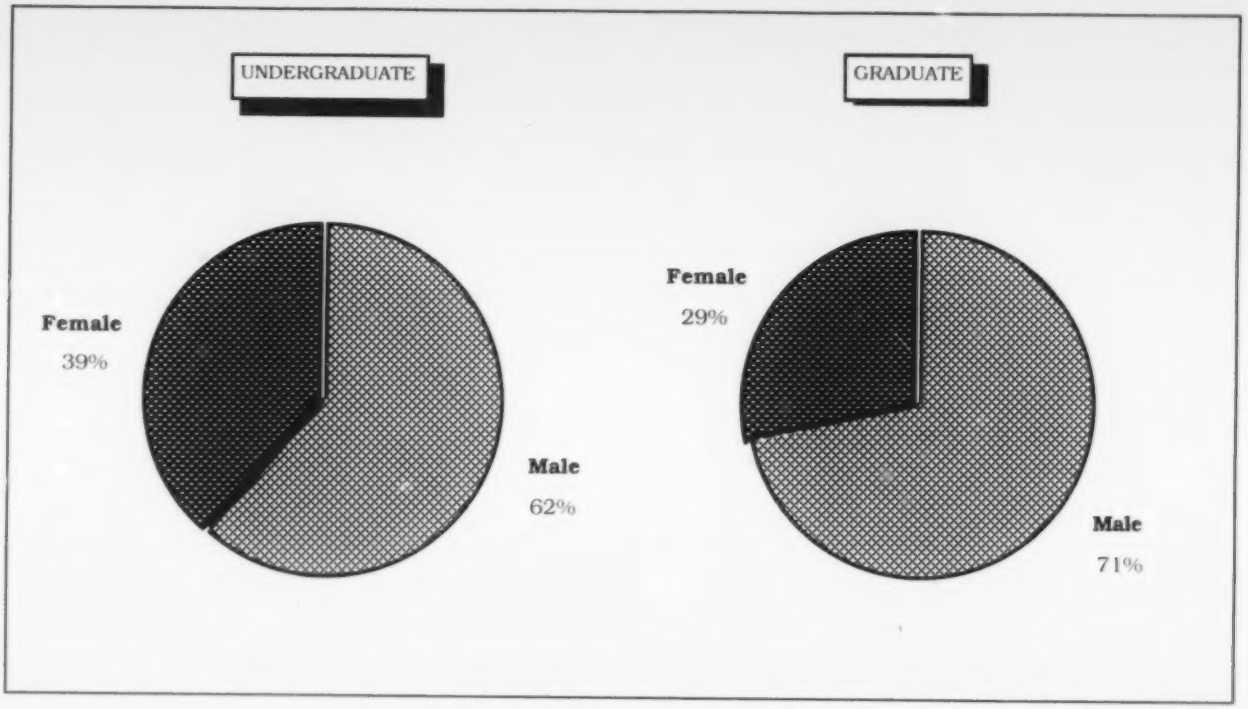
were North Americans, and a little over 1% were Oceanians.

As can be seen in **Table 4.2 and Figure 4.B**, four-tenths of foreign undergraduates were congregated in just two fields: business and management, which drew 24%, and engineering, which attracted 17%. It is interesting to note that, while a much larger share of graduate than of undergraduate students studied engineering, the reverse is true for business and

4.A *World Region of Origin of Foreign Students Within Academic Levels, 1989/90*



4.B *Gender of Foreign Students Within Academic Levels, 1989/90*



management: nearly twice as many undergraduate as graduate students selected this field. The "other" field, which includes such subject areas as liberal/general studies, attracted a sizeable 13%, while mathematics and computer science enrolled about one-tenth (9%). Undergraduates showed little preference for the physical and life sciences (4%), which were popular among graduate students (16%).

The representation of women is higher among undergraduate than graduate students. Nearly four-tenths of the former were female, as can be seen in **Table 4.3**, compared to only 29% of the latter. It is interesting to note that the male-to-female ratio is considerably more balanced at the associate than at the bachelor's level: women accounted for 45% of students in junior colleges, but only 36% of students in four-year colleges.

5: FOREIGN STUDENTS BY FIELD OF STUDY

INTRODUCTION

This chapter presents profiles of foreign students in each of their most popular fields of study: engineering, business and management, and mathematics and computer science. Gender, academic level, and world-region-of-origin distributions of these groups are considered. Detailed distributions of foreign students among the subfields of engineering and business and management fields are included in this chapter as well.

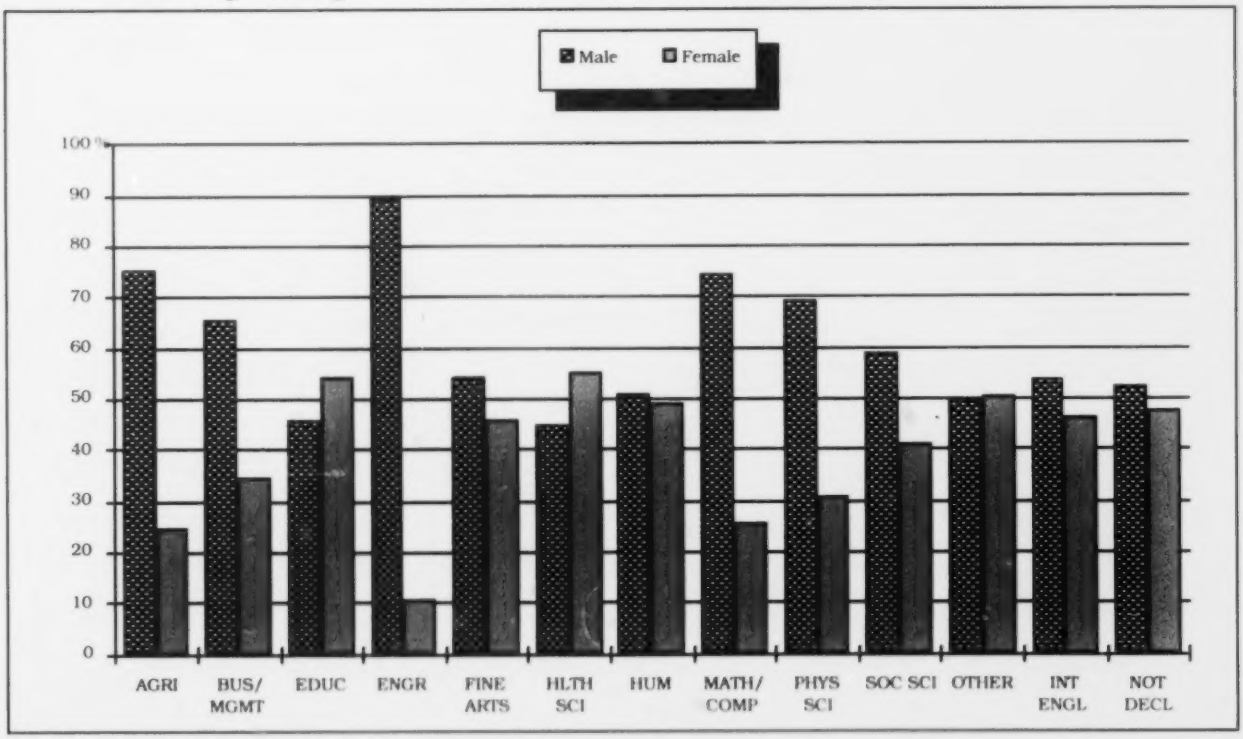
ENGINEERING

Approximately one-fifth of both foreign undergraduate and graduate students studied engineering in 1989/90 as shown in the previous chapter. All but 11% of these students were males (**Table 5.1 and Figure 5.A**). A little over half of the engineering students (53%) were pursuing studies at the graduate level and 44% at the undergraduate level (**Table**

5.1 Gender of Foreign Students Within Fields of Study, 1989/90

FIELD OF STUDY	GENDER		Number of Students
	Male	Female	
Agriculture	75.3	24.7	4,839
Business & Mgmt.	65.6	34.4	39,992
Education	45.8	54.2	7,144
Engineering	89.2	10.8	42,011
Fine and Applied Arts	54.4	45.6	10,519
Health Sciences	44.9	55.1	8,909
Humanities	50.9	49.1	9,421
Math & Computer Science	74.3	25.7	20,613
Physical & Life Sciences	69.1	30.9	20,430
Social Sciences	59.1	40.9	18,718
Other	49.5	50.5	19,949
Intensive English Language	53.8	46.2	4,285
Undeclared	52.5	47.5	12,880
ALL FIELDS	**65.8**	**34.2**	**219,710**

5.A Gender of Foreign Students Within Fields of Study, 1989/90



5.2). This pattern is drastically different from the pattern ten years earlier, when fewer than 30% of the foreign engineering students were in graduate programs (**Table 5.3**).

Six of every ten foreign students majoring in engineering (61%) were from Asia, and an additional 16% were from the Middle East. Latin Americans, the third-largest group of engineering students, represented a much smaller proportion (9%), while the other regional groups each accounted for 7% or fewer (**Table 5.4 and Figure 5.C**).

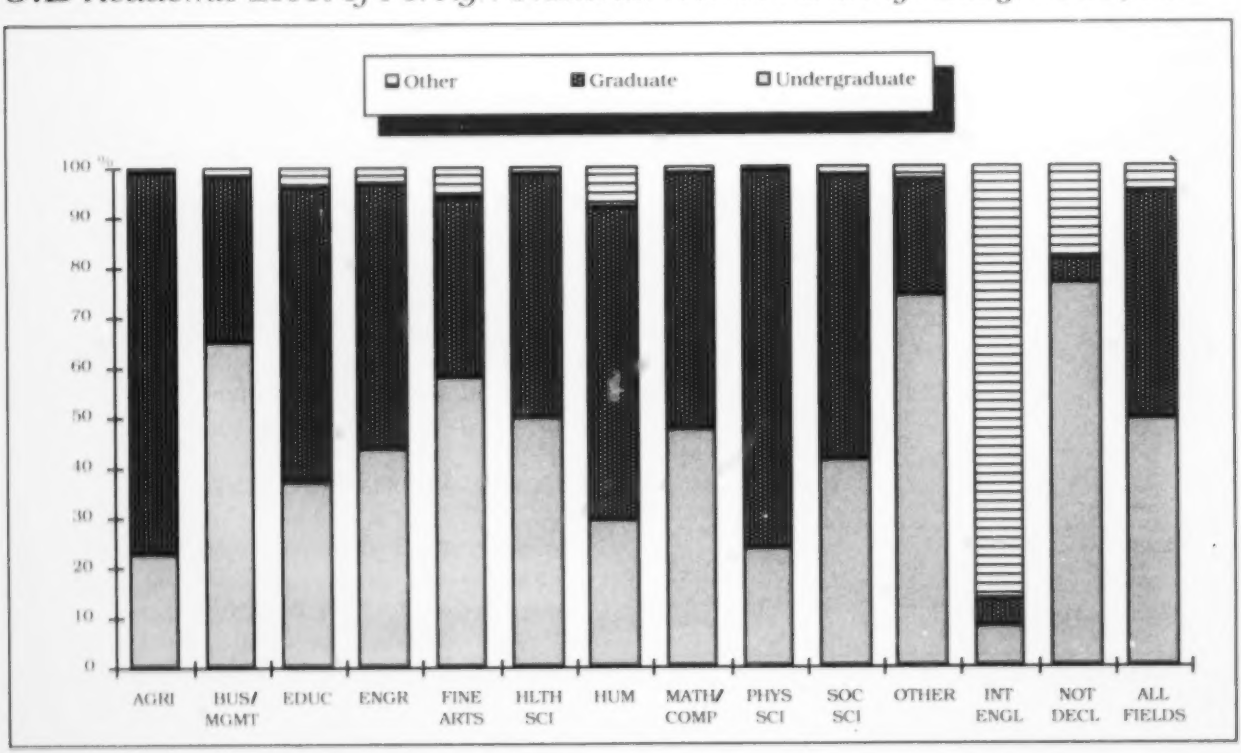
With regard to region of origin, graduate and undergraduate engineering students differed noticeably (**Table 5.5**). While Asians constituted close to three-quarters (73%) of graduate students in engineering, they accounted for just over four-tenths (45%) of undergraduates. The Middle East contributed only 10% of graduate students in this field, but more than twice that proportion, 23%, of undergraduates. Latin America supplied 15% of undergraduates but a scant 5% of graduate students in this field.

Foreign engineering students' graduate-to-undergraduate ratio has varied considerably over time, as **Table 5.3** shows. In the mid-sixties only a little more than one-third (37%) of the foreign students in

5.2 *Academic Level of Foreign Students Within Fields of Study, 1989/90*

FIELD OF STUDY	ACADEMIC LEVEL			Number of Students
	Undergraduate	Graduate	Other	
Agriculture	22.7	76.0	1.3	4,930
Business & Mgmt.	65.1	32.7	2.2	43,604
Education	36.9	59.2	3.8	7,649
Engineering	43.8	53.0	3.3	45,680
Fine and Applied Arts	58.1	35.6	6.3	11,565
Health Sciences	49.7	48.9	1.4	9,472
Humanities	29.4	62.2	8.4	9,959
Math & Computer Sci.	47.3	51.1	1.6	22,300
Physical & Life Sci.	23.6	75.3	1.1	21,874
Social Sciences	41.2	56.8	2.0	19,908
Other	74.3	22.7	3.0	21,003
Intensive English Lan.	8.0	5.4	86.6	5,161
Undeclared	76.6	4.7	18.7	13,248
ALL FIELDS	**49.4**	**45.1**	**5.5**	**236,353**

5.B *Academic Level of Foreign Students Within Fields of Study, 1989/90*



5.3 *Academic Level of Foreign Students Within Fields of Study Selected Years, 1963/64 - 1989/90*

FIELD OF STUDY[1]/ YEAR	ACADEMIC LEVEL (Percentages) Under-graduate	Graduate	Other	Number of Students
Agriculture				
1963/64	35.1	55.0	9.9	2,294
1969/70	28.6	65.0	6.4	3,667
1973/74	27.9	67.3	4.8	3,688
1979/80	44.5	53.1	2.4	4,494
1989/90	22.7	76.0	1.3	4,930
Business & Management				
1963/64	59.0	31.4	9.6	6,262
1969/70	60.0	34.2	5.8	15,587
1973/74	65.1	32.7	2.2	18,963
1979/80	64.2	33.6	2.2	23,968
1989/90	65.1	32.7	2.2	43,604
Education				
1963/64	47.0	40.4	12.6	3,946
1969/70	44.2	50.0	5.8	7,779
1973/74	36.2	60.2	3.6	5,957
1979/80	41.4	56.7	1.9	7,161
1989/90	36.9	59.2	3.8	7,649
Engineering				
1963/64	58.3	36.6	5.1	16,549
1969/70	48.5	47.8	3.7	29,731
1973/74	51.2	45.1	3.7	31,187
1979/80	69.7	29.1	1.2	37,786
1989/90	43.8	53.0	3.3	45,680
Health Sciences				
1963/64	45.3	41.6	13.1	4,989
1969/70	51.4	39.9	8.7	5,969
1973/74	67.7	29.6	2.7	8,588
1979/80	58.2	39.5	2.3	5,926
1989/90	49.7	48.9	1.4	9,472
Humanities				
1963/64	52.0	28.7	19.3	14,602
1969/70	55.1	29.4	15.5	26,508
1973/74	55.3	30.2	14.5	26,034
1979/80	63.0	32.3	4.7	14,297
1989/90	29.4	62.2	8.4	9,959
Physical & Life Sciences				
1963/64	35.5	59.9	4.6	13,129
1969/70	33.7	62.3	4.0	21,406
1973/74	37.4	60.4	2.2	19,878
1979/80	46.6	51.3	2.1	15,655
1989/90	23.6	75.3	1.1	21,874
Social Sciences				
1963/64	40.2	52.0	7.8	11,330
1969/70	42.2	51.2	6.6	17,272
1973/74	40.0	57.1	2.9	16,419
1979/80	44.5	53.0	2.5	15,144
1989/90	41.2	56.8	2.0	19,908
Other				
1963/64	76.1	4.2	19.7	644
1969/70	80.7	5.5	13.8	597
1973/74	80.6	11.9	7.5	520
1979/80	53.3	9.8	36.9	22,224
1989/90	74.3	22.7	3.0	21,003
ALL FIELDS				
1963/64	48.2	41.9	9.9	73,745
1969/70	47.4	45.3	7.3	128,516
1973/74	50.4	44.3	5.3	130,984
1979/80	58.1	36.2	5.7	150,878
1989/90	49.4	45.1	5.5	236,353

[1]Field of Study categories in this table are those used from 1963-1974 and differ from those currently in use. The "Humanities" category includes data for architecture and fine arts; "Physical and Life Sciences" includes math; and "Other" includes Intensive English, undeclared fields and other non-specified fields.

engineering were graduate students; by the end of the decade, that proportion jumped to 48%. The share of graduate students remained high until the mid-seventies, but by the end of the decade it plunged to a low of 29%. In the late eighties, however, the percentage of graduate engineering students rose again to levels well above those in the late sixties, and, for the first time, graduate students made up over half of the students in this field.

Since 1979, the regional origin of engineering students has changed dramatically (**Table 5.4 and Figure 3.E**). The proportion of students in this field who came from Asia more than doubled between 1979 and 1989, going from 24% to 61%, while the proportion of students from the Middle East shriveled in the same period, falling from 47% to 16%.

Engineering Subfields

Four major subfields of engineering drew the largest numbers of foreign students in 1989/90: electrical engineering, with 28% of foreign engineering students; general engineering, with 16%; mechanical engineering, with 14%; and civil engineering, with 11% (**Table 5.6**).

The world regions of origin of students in the various engineering subfields varied (**Table 5.8**). A much higher proportion of general engineering students were from the Middle East, about 21% compared to only 16% of engineering students overall. However, relatively few (56%) of the students in general engineering were Asian, although Asians accounted for 63% of all engineering students. The reverse was true of chemical engineering, where 9% of students were from the Middle East and 68% from Asia. Asians were highly overrepresented among mechanical engineering students. Latin Americans were overrepresented in industrial engineering (16%), and Europeans were overrepresented in chemical engineering (11%). Finally, the highest concentration of African students was in the civil engineering subfield, where they held an 8% share, twice the share of Africans in engineering overall.

BUSINESS AND MANAGEMENT

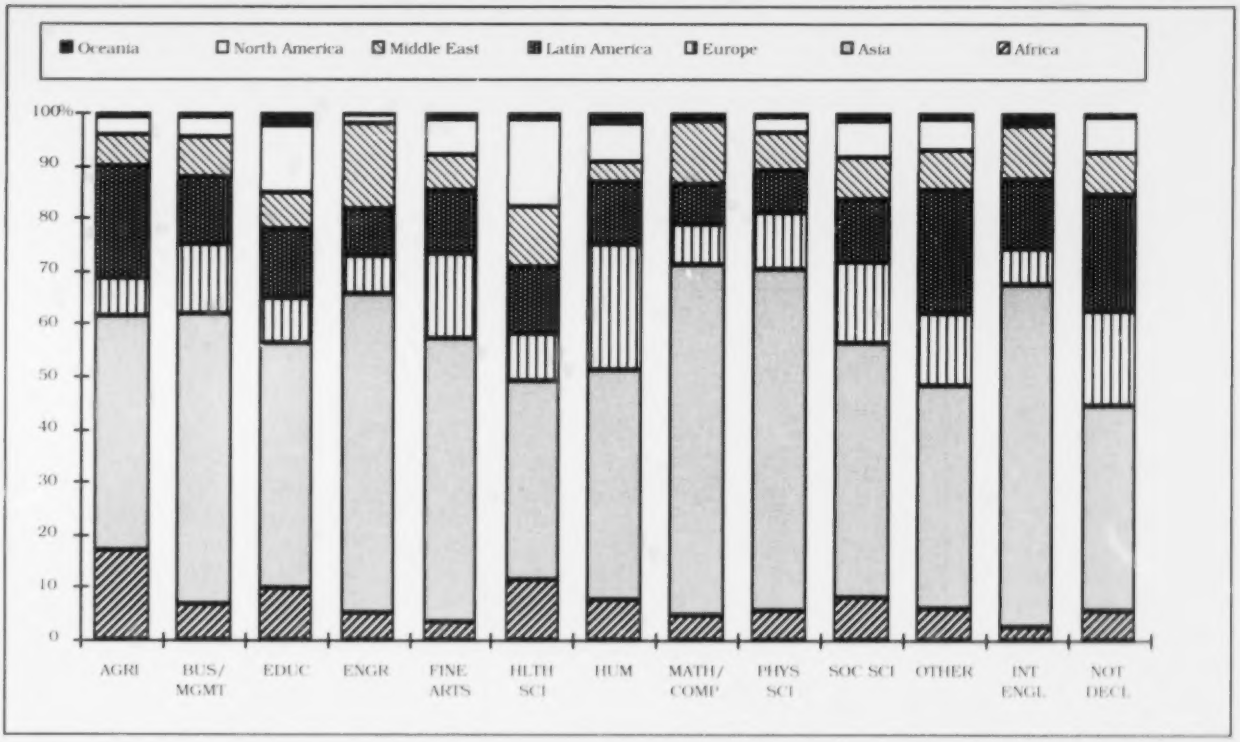
About one-fifth of all foreign students (19%) studied business and management in 1989/90 (**Table 2.3**). About one-fourth (24%) of undergraduate and 13% of graduate students chose this field of study (**Table 2.10**). One-third (34%) of business and management majors were female, as can be seen in **Table 5.1 and Figure 5.A**, a much higher proportion than

5.4 *World Region of Origin of Foreign Students Within Fields of Study, 1979/80 and 1989/90*

	1979/80							
	WORLD REGION (Percentages)							
FIELD OF STUDY	Africa	Asia	Europe	Latin America	Middle East	North America	Oceania	Number of Students
Agriculture	27.8	19.7	4.5	31.0	11.4	3.8	1.8	4,494
Business & Management	15.5	35.5	7.5	13.5	21.7	4.6	1.7	23,968
Education	15.6	22.2	7.0	16.0	18.4	15.7	5.1	7,161
Engineering	10.2	23.7	5.0	11.9	47.1	1.8	0.3	37,786
Fine and Applied Arts	9.8	27.1	11.5	14.3	23.1	12.7	1.5	6,780
Health Sciences	18.6	26.2	8.9	14.5	18.7	9.9	3.2	5,926
Humanities	10.1	29.0	18.9	15.7	10.9	12.6	2.8	7,517
Math & Computer Science	7.8	42.0	7.3	9.9	30.0	2.1	0.9	7,286
Physical & Life Sciences	14.2	36.5	9.5	14.2	20.2	4.0	1.4	12,592
Social Sciences	17.3	27.6	11.0	13.6	21.1	6.9	2.5	13,660
Other	12.1	26.1	10.2	15.6	24.2	9.0	2.8	9,784
Intensive English Language	3.5	19.1	4.5	42.6	30.0	0.3	—	3,630
Undeclared	10.1	24.4	12.8	17.0	25.9	8.1	1.7	10,294
ALL FIELDS	**12.6**	**28.6**	**7.9**	**14.8**	**29.2**	**5.4**	**1.5**	**150,878**

	1989/90							
	WORLD REGION (Percentages)							
FIELD OF STUDY	Africa	Asia	Europe	Latin America	Middle East	North America	Oceania	Number of Students
Agriculture	16.8	44.4	7.2	21.2	5.9	3.4	1.0	4,800
Business & Management	6.7	55.4	13.1	12.6	7.5	3.7	1.0	44,281
Education	9.9	46.4	8.6	13.0	6.9	12.8	2.4	7,701
Engineering	5.0	60.7	7.1	9.2	15.8	1.9	0.3	45,455
Fine and Applied Arts	3.4	53.7	16.1	12.2	6.5	7.1	1.1	11,668
Health Sciences	11.6	37.4	8.9	13.0	11.4	16.4	1.3	9,435
Humanities	7.5	43.9	23.7	11.7	3.9	7.3	2.1	9,851
Math & Computer Science	4.8	66.4	7.6	7.8	11.7	1.2	0.6	22,316
Physical & Life Sciences	5.6	65.0	10.6	8.0	7.1	3.2	0.6	21,740
Social Sciences	8.1	48.3	15.3	11.7	8.2	7.0	1.5	20,180
Other	6.1	42.1	13.8	23.1	7.6	5.9	1.4	21,198
Intensive English Language	2.5	65.0	6.7	13.1	10.2	0.2	2.3	5,135
Undeclared	5.6	39.1	17.8	21.7	8.2	6.6	1.0	13,707
ALL FIELDS	**6.4**	**54.0**	**11.7**	**12.6**	**9.5**	**4.8**	**1.0**	**237,467**

5.C *World Region of Origin of Foreign Students Within Fields of Study, 1989/90*



in engineering, where women constituted only 11%. Many more students studying business and management (65%) than students studying engineering (44%) were at the undergraduate level (**Table 5.2 and Figure 5.B**). As in engineering, over half of foreign business and management students (55%) were from Asia (**Table 5.4 and Figure 5.C**). Latin Americans and Europeans were the second largest groups, representing roughly 13% each, while Middle Easterners accounted for about 8%. It is interesting to note that the representation of Middle Easterners in this field is low compared to their representation in other fields.

The geographic origins of graduate and undergraduate students in business and management programs were diverse, as **Table 5.5** shows. While over two-thirds of graduate students (67%) were from Asia, only half (49%) of undergraduates came from that region. For other world groups, the ratios were reversed; 16% of undergraduates and 7% of graduate students were from Latin America, and 9% of undergraduates were from the Middle East compared to 5% of graduate students.

The composition of foreign students in business and management by academic level has hardly changed in recent years, the ratio remaining roughly one graduate student to two undergraduates (**Table 5.3**). The proportion of business and management students who come from Africa has declined by about one-half and the proportion from the Middle East by almost two-thirds in the past decade. Asians' share, however, surged during this time, jumping from 36% to 55% (**Table 5.4 and Figure 5.C**).

Business and Management Subfields

By far the greatest majority (71%) of foreign students in business and management programs in 1989/90 were enrolled in the subfield of general business and management. The second most popular subfield was accounting, attracting 10%, followed by finance and marketing, each enrolling about 7%. The remaining subfields each attracted fewer than 3% of the students (**Table 5.6**).

Looking at the region-of-origin composition of students within subfields, Africans were considerably overrepresented in accounting, constituting 13% of accounting students, but only 7% of all students in the business and management field overall. Europeans, on the other hand, were proportionately underrepresented in accounting, holding

5.5 *World Region of Origin and Academic Level of Foreign Students Within Fields of Study, 1989/90*

	UNDERGRADUATE							
	WORLD REGION (Percentages)							
FIELD OF STUDY	Africa	Asia	Europe	Latin America	Middle East	North America	Oceania	Number of Students
Agriculture	20.1	18.6	7.4	38.1	6.1	8.0	1.7	1,092
Business & Management	8.1	49.1	13.0	15.5	8.8	4.5	1.1	28,068
Education	10.9	30.8	12.4	18.4	5.2	19.3	3.1	2,798
Engineering	6.1	45.4	7.4	14.8	23.0	2.8	0.4	19,654
Fine and Applied Arts	3.3	53.4	14.6	14.2	7.0	6.5	1.1	6,661
Health Sciences	15.1	29.7	7.6	17.6	12.8	16.5	0.8	4,657
Humanities	5.9	44.5	21.7	14.6	4.0	7.6	1.6	2,894
Math & Computer Science	6.8	54.5	7.5	11.8	17.1	1.4	0.9	10,420
Physical & Life Sciences	10.3	41.5	13.5	14.1	14.9	4.7	0.9	5,109
Social Sciences	8.7	40.2	16.9	15.5	7.4	9.6	1.8	8,123
Other	5.9	35.5	13.8	28.7	8.2	6.4	1.5	15,449
Intensive English Language	3.0	58.4	8.4	17.1	10.4	0.2	2.5	404
Undeclared	5.9	35.5	16.3	26.0	7.6	7.7	1.1	9,999
ALL FIELDS	**7.4**	**43.6**	**12.2**	**17.9**	**11.8**	**5.9**	**1.1**	**115,328**

	GRADUATE							
	WORLD REGION (Percentages)							
FIELD OF STUDY	Africa	Asia	Europe	Latin America	Middle East	North America	Oceania	Number of Students
Agriculture	15.6	52.7	7.0	16.0	5.9	2.0	0.7	3,578
Business & Management	4.0	67.4	12.8	7.4	5.2	2.5	0.6	14,068
Education	9.6	55.6	5.8	9.7	7.8	9.7	1.7	4,412
Engineering	4.3	72.8	6.7	4.6	10.2	1.1	0.2	23,399
Fine and Applied Arts	3.8	56.2	14.3	9.2	6.4	8.8	1.2	4,079
Health Sciences	8.0	44.9	10.2	8.4	10.0	17.0	1.6	4,505
Humanities	8.8	41.5	25.8	10.4	3.1	7.9	2.4	5,979
Math & Computer Science	2.9	77.1	7.8	4.1	6.7	1.0	0.4	11,051
Physical & Life Sciences	4.1	72.3	9.5	6.1	4.6	2.8	0.5	16,062
Social Sciences	7.9	54.1	13.8	9.4	8.7	5.2	1.0	11,143
Other	7.3	59.4	12.8	8.3	6.1	5.2	1.0	4,666
Intensive English Language	6.2	76.1	2.5	8.0	5.4	1.1	0.7	276
Undeclared	3.9	49.5	20.9	9.7	10.2	4.9	1.0	618
ALL FIELDS	**5.6**	**64.6**	**10.7**	**7.2**	**7.1**	**4.0**	**0.8**	**103,836**

5.6 *Distribution of Foreign Students in Engineering and Business and Management Subfields, 1989/90*

	ENGINEERING		
SUBFIELD	**Percent of Engineering Students**	**Percent of All Students**	**Number of Students Reported**
General	14.8	2.7	6,925
Chemical	5.5	1.0	2,538
Civil	9.8	1.8	4,574
Electrical	25.8	4.8	12,020
Industrial	5.0	0.9	2,342
Mechanical	13.1	2.4	6,107
Other Engineering[1]	17.0	3.1	7,930
Engin. Technologies	9.0	1.7	4,169
ALL SUBFIELDS	**100.0**	**18.4**	**46,605**
	BUSINESS & MANAGEMENT		
SUBFIELD	**Percent of Bus & Mgmt Students**	**Percent of All Students**	**Number of Students Reported**
General	70.8	11.1	27,990
Accounting	9.7	1.5	3,819
Finance	7.4	1.2	2,920
Management	0.1	—	40
Marketing	7.4	1.2	2,916
Other Business	2.7	0.4	1,071
Office Administration	1.9	0.3	753
ALL SUBFIELDS	**100.0**	**15.7**	**39,509**

[1] *See Table 5.7 for a breakdown of the "Other Engineering" category.*

5.7 *Distribution of Foreign Students in "Other Engineering" Subfields, 1989/90*

ENGINEERING SUBFIELD	**Percent of Engineering Students**	**Number of Students Reported**
Aerospace, aeronautical, and astronautical engineering	2.6	1,200
Agricultural engineering	1.0	453
Architectural engineering	0.3	139
Bioengineering and biomedical engineering	1.2	582
Cartography	—	3
Ceramic engineering	0.4	199
Computer engineering	3.1	1,462
Engineering mechanics	0.8	372
Engineering physics	0.1	48
Engineering science	0.6	262
Environmental health engineering	0.7	330
Geological engineering	0.1	49
Geophysical engineering	—	3
Materials engineering	1.7	825
Metallurgical engineering	0.7	344
Mining and mineral engineering	0.3	160
Naval architecture and marine engineering	0.3	115
Nuclear engineering	0.9	414
Ocean engineering	0.3	114
Petroleum engineering	0.9	400
Systems engineering	0.6	257
Surveying and mapping sciences	—	5
Textile engineering	—	14
Engineering, other	0.4	180
TOTAL,"OTHER ENGINEERING"	**17.0**	**7,930**

only a 4% share of students here. Europeans were strongest in marketing (18%) where only Asians held a higher share (45%). The subfield of office administration was characterized by a strikingly high proportion of students from Latin America (26%) and a comparatively low proportion of Europeans (6%) (**Table 5.8**).

MATHEMATICS AND COMPUTER SCIENCE

Math and computer science was chosen by almost equal proportions (approximately 10%) of graduate and undergraduate foreign students, making this the third most populous field (**Table 2.10**). There were three times more males (74%) than females (26%) among foreign students in math and computer science programs, as **Table 5.1 and Figure 5.A** show. Students in this field, however, were more evenly distributed among academic levels, with 47% studying at the undergraduate and 51% at the graduate level, as can be seen in **Table 5.2**.

A very large proportion of foreign students in the math and computer science field (66%) were Asians (**Table 5.4 and Figure 5.C**). An additional 12% were Middle Easterners, the only other group accounting for more than 10%. The composition of this group has changed substantially since 1979. Asians were still the largest regional group, but their share was much smaller (42%). Also, students from the Middle East held a much larger share (30%). The percent-

5.8 *World Region of Origin of Foreign Students Within Engineering and Business and Management Subfields, 1989/90*

	ENGINEERING							
	WORLD REGION (Percentages)							
SUBFIELD	Africa	Asia	Europe	Latin America	Middle East	North America	Oceania	Number of Students
General	6.0	55.5	6.2	8.2	20.5	3.4	0.2	6,767
Chemical	3.9	68.0	10.5	7.2	8.9	1.3	0.3	2,447
Civil	8.0	59.5	5.5	9.1	16.8	0.8	0.2	4,417
Electrical	3.9	65.9	6.4	5.9	16.9	0.9	0.2	11,701
Industrial	3.1	65.3	4.0	15.5	11.1	0.8	0.1	2,247
Mechanical	3.6	69.3	6.8	5.7	13.1	1.3	0.2	6,002
Other Engineering	4.5	61.8	8.3	7.4	15.1	2.5	0.2	7,732
ALL SUBFIELDS	**4.7**	**63.3**	**6.8**	**7.5**	**15.8**	**1.7**	**0.2**	**41,313**
	BUSINESS AND MANAGEMENT							
	WORLD REGION (Percentages)							
SUBFIELD	Africa	Asia	Europe	Latin America	Middle East	North America	Oceania	Number of Students
General	6.4	55.5	13.6	11.9	7.9	3.8	0.9	27,677
Accounting	13.4	60.2	3.6	11.1	7.1	3.3	1.2	3,786
Finance	7.2	62.5	10.6	10.9	6.3	1.9	0.4	2,905
Management	5.0	65.0	7.5	12.5	5.0	2.5	2.5	40
Marketing	5.2	45.2	17.9	17.8	6.9	6.0	1.0	2,901
Other Business	8.5	53.0	11.5	13.2	7.9	4.3	1.6	1,047
Office Administration	4.2	53.0	5.5	26.3	3.0	6.2	1.7	706
ALL SUBFIELDS	**7.0**	**55.6**	**12.5**	**12.5**	**7.5**	**3.8**	**0.9**	**39,062**

age of Latin Americans in this field fell slightly in the past decade, while the proportions of North Americans and Africans decreased more significantly.

Over half of the undergraduate students studying mathematics and computer science (55%) were from Asia; the proportion of Asians being higher in this than in any other field at the undergraduate level, except intensive English language (58%) (**Table 5.5**). Middle Easterners were the second largest group, accounting for 17% of undergraduates, and Latin Americans followed, making up 12%. North Americans were underrepresented in this field, constituting slightly over 1%.

Foreign graduate math and computer science students are characterized by the dominance of Asians, who accounted for over three-fourths (77%) of them. No other regional group made up more than 8% of this population.

APPENDICES

A. METHODOLOGY AND DATA

THE SURVEY

Profiles contains the results of a biennial survey of all regionally accredited two- and four-year institutions of higher education in the United States (as listed in the *Hep 1989 Higher Education Directory;* see Definitions at the front of this publication for details). The survey for this edition of *Profiles* was conducted from fall 1989 to spring 1990 in conjunction with the Annual Census of Foreign Students in the United States (the results of which are published in the *Open Doors* series). The survey is known as the Individual Data Survey, or, because it calls for more in-depth data than those collected in the two stages or steps of the Annual Census, the "**Step 3**" survey. It asks college and university officials for information on the country of citizenship, field of study, academic level, gender, and primary source of financial support of each foreign student separately.

The Research Division of IIE conducted this survey with the guidance of the International Education Data Collection Committee (IEDC), whose members represent the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Institute of International Education (IIE), and the National Association for Foreign Student Affairs (NAFSA: Association of International Educators).

RESPONSE RATE

The Individual Data Survey was mailed to the same 2,891 regionally accredited institutions of higher education to which the Annual Census of Foreign Students was sent. (The HEP 1989 Higher Education Directory was used as the reference for accreditation status of institutions). Virtually all institutions (2,840 or 98%) responded to the Census. Of these, 2,546 had international students, while 294 had none.

Since completing the Individual Data Survey form is a very time-consuming task and since a number of schools simply do not have the appropriate data, not all institutions were able to send us the detailed data this survey calls for. Thus, only 2,002, or 79% of the 2,546 institutions with international student enrollments in 1989/90 provided detailed **Step 3** data. As shown in **Table A.1**, these institutions enrolled a total of 252,998 international students, who account for two-thirds (65%) of the 386,851 foreign students reported in the Annual Census. The apparent discrepancy between the proportion of schools responding to the survey and the proportion of students being reported on reflects the inability of a number of institutions with large foreign student enrollments to provide detailed **Step 3** data.

A.1 Annual Census and Individual Data Survey: Response Rates, 1979/80 -1989/90

Year	Institutions						Students		
	Number Surveyed	Number Rsponding to *Open Doors*	% Responding	Number w/ Foreign Students	Number Responding to *Profiles*	% of Schools w/ Foreign Students	Reported in *Open Doors*	Reported in *Profiles*	% *Profiles* of *Open Doors*
1979/80	3,186	2,950	92.6	2,651	1,961	74.0	286,340	158,240	55.3
1981/82	2,862	2,693	94.1	2,454	1,845	75.2	326,300	197,089	60.4
1983/84	2,844	2,766	97.3	2,498	2,007	80.3	338,890	216,280	63.8
1985/86	2,902	2,803	96.6	2,507	2,116	84.4	343,780	227,966	66.3
1987/88	2,893	2,878	99.5	2,552	1,925	75.4	356,190	225,999	63.4
1989/90	2,891	2,840	98.2	2,546	2,002	78.6	386,850	252,998	65.4

A.2 Individual Data Survey: Response Rate to Major Foreign Student Characteristics, 1989/90

CHARACTERISTICS	Number of Students Reported	% of All Students (252,998)
Nationality	248,693	98.3
Gender	225,067	89.0
Academic Level	246,127	97.3
Field of Study	241,829	95.6
Primary Source of Support	103,342	40.8

DATA CHARACTERISTICS

Although complete information was not provided for every individual, as **Table A.2** shows, the response rate on all but one major characteristic was high, ranging from 90% to 98%. The exception was information on primary source of support, which was given for only 44% of the students reported on in the **Step 3** survey, and this variable, therefore, was not included in *Profiles* analyses.

Because of the varying response rates on specific characteristics, the absolute numbers of students in specific categories vary from one table to another. Also, the totals in more complex tables are even smaller, because there are more incomplete records when more variables are analyzed simultaneously.

Statistical evidence is strong for the assumption that **Step 3** data are representative of Census data. The characteristics of students in the two surveys (nationality, field of study, academic level, and gender) are quite similar, as can be seen in **Table A.3**. Also, the characteristics of the institutions responding to the **Step 3** survey [geographical location, program length (two-year/four-year) and institutional control] closely match the characteristics of those responding to the Census. Therefore, **Step 3** (or *Profiles*) data may be assumed to be representative of Census (or *Open Doors*) data.

The user can combine *Open Doors* and *Profiles* analyses to obtain information not available from either publication alone. For instance, if we know from *Profiles* that, in 1989/90, 13.2% of Chinese students were studying math and computer science and from *Open Doors* that the total number of Chinese students reported was 33,990, by taking 14.8% of 33,990 (33,990 multiplied by 0.132) one can estimate that the total number of Chinese students in this field was approximately 4,487.

A.3 Foreign Student Characteristics: Annual Census and Individual Data Survey, 1989/90

CHARACTERISTIC	Annual Census	Individual Data Survey
WORLD REGION		
Africa	6.4	6.3
Asia	53.8	54.4
Europe	11.9	11.6
Latin America	12.4	12.5
Middle East	9.7	9.5
North America	4.8	4.7
Oceania	1.0	1.0
Stateless	0.1	0.1
FIELD OF STUDY		
Agriculture	2.1	2.1
Business and Management	19.5	18.5
Education	2.9	3.2
Engineering	19.0	19.3
Fine and Applied Arts	4.5	4.9
Health Sciences	4.0	4.0
Humanities	3.9	4.2
Math and Computer Sciences	9.4	9.4
Physical and Life Sciences	8.5	9.2
Social Sciences	7.4	8.4
Other	8.2	8.9
Intensive English Language	5.0	2.2
Undeclared	5.6	5.7
ACADEMIC LEVEL		
Associate	12.2	11.7
Bachelor	35.5	37.9
Total Undergraduate	47.7	49.6
Graduate	43.9	44.9
Other	8.4	5.4
U.S. REGION		
Northeast	24.4	22.4
Midwest	22.5	26.5
South	20.9	22.7
Pacific	18.6	13.8
Southwest	9.9	11.5
Mountain	3.3	2.8
Other	0.4	0.3
TYPE OF INSTITUTION		
Two-Year	13.6	13.5
Four-Year	86.4	86.5
Public	65.7	64.8
Private	34.3	35.2
TOTAL NUMBER OF STUDENTS	**386,851**	**252,998**

A.4 Response Rate by Country: Step 2/Step 3 Comparisons

The following table presents the numbers and percentages of students from each country or other place, continental subregion, and world region for whom data were reported in the Annual Census and the Individual Data (**Step 3**) survey. Brief explanations of the column headings are provided to make the table clearer:

STEP3 TOTAL The number of students from each country or other place, continental subregion, and world region for whom data were reported in the **Step 3** survey.

ST3 AS % OF WORLD The students from a given locality as a percentage of all students reported on in the **Step 3** survey.

STEP2 TOTAL The number of students from each locality for whom **Step 2** data were reported in the Annual Census.

ST2 AS % OF WORLD The students from a given locality as a percentage of all students reported in the Annual Census.

ST3 AS % OF The students from a given locality for whom data were reported in the **Step 3** survey as a percentage of students from the same locality for whom data were reported in the Annual Census.

	LOCATION	TOTALS				
	COUNTRY/ SUB REGION/ REGION	STEP3 TOTAL	ST3 AS % OF WORLD	STEP2 TOTAL	ST2 AS % OF WORLD	ST3 AS % OF ST2
1	UNKNOWN AREA OF WORLD	4305	2	0	0	0
2	UNKNOWN AREA OF WORLD	4305	2	0	0	0
3	UNKNOWN AREA OF WORLD	4305	2	0	0	0
4	EASTERN AFRICA, UNSPECIFIED	2	0	3	0	67
5	DJIBOUTI	12	0	19	0	63
6	BURUNDI	43	0	54	0	80
7	COMOROS	13	0	14	0	93
8	ETHIOPIA	1285	1	1820	1	71
9	KENYA	1354	1	1967	1	68
10	MADAGASCAR	46	0	70	0	66
11	MALAWI	171	0	269	0	64
12	MAURITIUS	91	0	152	0	60
13	MOZAMBIQUE	25	0	27	0	93
	REUNION ISLAND	0	0	1	0	0
14	ZIMBABWE	343	0	436	0	79
15	RWANDA	71	0	89	0	80
16	SEYCHELLES	17	0	21	0	81
17	SOMALIA	239	0	375	0	64
18	TANZANIA	366	0	505	0	72
19	UGANDA	321	0	423	0	76
20	ZAMBIA	254	0	345	0	74
21	EASTERN AFRICA	4653	2	6610	2	70
22	CENTRAL AFRICA, UNSPECIFIED	2	0	2	0	100
23	ANGOLA	21	0	34	0	62
24	CAMEROON	733	0	1117	0	66
25	CENTRAL AFRICAN REPUBLIC	17	0	22	0	77
26	CHAD	13	0	15	0	87
27	CONGO	20	0	39	0	51
28	EQUATORIAL GUINEA	8	0	16	0	50
29	GABON	20	0	22	0	91
30	SAO TOME & PRINCIPE	7	0	16	0	44
31	ZAIRE	243	0	342	0	71
32	CENTRAL AFRICA	1084	0	1625	0	67
33	NORTH AFRICA, UNSPECIFIED	3	0	3	0	100
34	ALGERIA	311	0	432	0	72
35	CANARY ISLANDS	2	0	2	0	100
36	EGYPT	1166	0	1535	0	77
37	LIBYA	114	0	183	0	61
38	MOROCCO	687	0	1029	0	67
39	WESTERN SAHARA	1	0	0	0	0
40	SUDAN	348	0	487	0	71
41	TUNISIA	482	0	593	0	81
42	NORTH AFRICA	3134	1	4269	1	73
43	SOUTHERN AFRICA, UNSPECIFIED	5	0	0	0	0
44	BOTSWANA	180	0	205	0	88

	LOCATION	TOTALS				
	COUNTRY/ SUB REGION/ REGION	STEP3 TOTAL	ST3 AS % OF WORLD	STEP2 TOTAL	ST2 AS % OF WORLD	ST3 AS % OF ST2
1	LESOTHO	80	0	115	0	70
2	NAMIBIA	138	0	152	0	91
3	SOUTH AFRICA	1315	1	1851	1	71
4	SWAZILAND	120	0	157	0	76
5	SOUTHERN AFRICA	1838	1	2480	1	74
6	WEST AFRICA, UNSPECIFIED	12	0	13	0	92
7	CAPE VERDE	31	0	107	0	29
8	BENIN	20	0	27	0	74
9	GAMBIA	148	0	197	0	75
10	GHANA	706	0	925	0	76
11	GUINEA	43	0	45	0	96
12	GUINEA-BISSAU	10	0	11	0	91
13	IVORY COAST	234	0	319	0	73
14	LIBERIA	418	0	546	0	77
15	MALI	75	0	117	0	64
16	MAURITANIA	40	0	43	0	93
17	NIGER	43	0	49	0	88
18	NIGERIA	2752	1	4040	1	68
19	SENEGAL	153	0	220	0	70
20	SIERRA LEONE	263	0	363	0	72
21	TOGO	58	0	99	0	59
22	BURKINA FASO	30	0	39	0	77
23	WEST AFRICA	5036	2	7160	2	70
24	AFRICA, UNSPECIFIED	15	0	7	0	214
25	AFRICA REGION UNSPECIFIED	15	0	7	0	214
26	AFRICA	15760	6	22151	6	71
27	EAST ASIA, UNSPECIFIED	9	0	0	0	0
28	CHINA	22670	9	30104	9	75
29	TAIWAN	19017	8	27912	8	68
30	HONG KONG	6794	3	10126	3	67
31	JAPAN	19577	8	26900	8	73
32	KOREA,DEMOCRATIC PEOPLES REPUB	27	0	31	0	87
33	KOREA, REPUBLIC OF	13566	5	19567	6	69
34	MACAO	111	0	140	0	79
35	MONGOLIA	1	0	2	0	50
36	EAST ASIA	81772	32	114782	33	71
37	SOUTH CENTRAL ASIA,UNSPECIFIED	4	0	1	0	400
38	AFGHANISTAN	85	0	195	0	44
39	BANGLADESH	1629	1	2229	1	73
40	BHUTAN	16	0	29	0	55
41	INDIA	18039	7	23653	7	76
42	MALDIVES	3	0	3	0	100
43	NEPAL	449	0	548	0	82
44	PAKISTAN	4333	2	6369	2	68
45	SRI LANKA	1575	1	1993	1	79

	LOCATION	TOTALS				
	COUNTRY/ SUB REGION/ REGION	STEP3 TOTAL	ST3 AS % OF WORLD	STEP2 TOTAL	ST2 AS % OF WORLD	ST3 AS % OF ST2
1	SOUTH CENTRAL ASIA	26637	11	35020	10	76
2	SOUTH-EAST ASIA, UNSPECIFIED	8	0	0	0	0
3	BRUNEI	14	0	15	0	93
4	MYANMAR, UNION OF	213	0	308	0	69
5	INDONESIA	6099	2	8466	2	72
6	CAMBODIA	89	0	145	0	61
7	LAOS	347	0	416	0	83
8	MALAYSIA	9466	4	12720	4	74
9	PHILIPPINES	2720	1	4088	1	67
10	PORTUGUESE TIMOR	2	0	0	0	0
11	SINGAPORE	2863	1	4006	1	71
12	THAILAND	4119	2	5979	2	69
13	VIETNAM	824	0	1671	0	49
14	SOUTH-EAST ASIA	26764	11	37814	11	71
15	MIDDLE EAST, UNSPECIFIED	1	0	0	0	0
16	BAHRAIN	209	0	277	0	75
17	CYPRUS	1079	0	1579	0	68
18	IRAN	4756	2	6702	2	71
19	IRAQ	397	0	696	0	57
20	ISRAEL	1737	1	2624	1	66
21	JORDAN	3097	1	4733	1	65
22	KUWAIT	1409	1	2053	1	69
23	LEBANON	2971	1	4014	1	74
24	OMAN	442	0	557	0	79
25	QATAR	328	0	428	0	77
26	SAUDI ARABIA	2713	1	3703	1	73
27	SYRIA	955	0	1358	0	70
28	TURKEY	2245	1	3068	1	73
29	UNITED ARAB EMIRATES	943	0	1308	0	72
30	YEMEN ARAB REPUBLIC	376	0	543	0	69
31	YEMEN, PEOPLE'S DEM. REP.	22	0	14	0	157
32	MIDDLE EAST	23680	9	33657	10	70
33	ASIA	158853	63	221273	63	72
	EASTERN EUROPE, UNSPECIFIED	0	0	1	0	0
34	ALBANIA	1	0	1	0	100
35	BULGARIA	46	0	75	0	61
36	CZECHOSLOVAKIA	46	0	87	0	53
37	GERMAN DEMOCRATIC REP.	29	0	22	0	132
38	HUNGARY	236	0	392	0	60
39	POLAND	623	0	910	0	68
40	ROMANIA	79	0	120	0	66
41	U. S. S. R.	291	0	459	0	63
42	YUGOSLAVIA	677	0	961	0	70
43	EASTERN EUROPE	2028	1	3023	1	67
44	WESTERN EUROPE, UNSPECIFIED	8	0	0	0	0

LOCATION	TOTALS				
COUNTRY/ SUB REGION/ REGION	STEP3 TOTAL	ST3 AS % OF WORLD	STEP2 TOTAL	ST2 AS % OF WORLD	ST3 AS % OF ST2
1 ANDORRA	3	0	6	0	50
2 AUSTRIA	326	0	519	0	63
3 BELGIUM	607	0	833	0	73
4 DENMARK	487	0	736	0	66
5 FINLAND	472	0	667	0	71
6 FRANCE	3173	1	4815	1	66
7 GERMANY, FED. REP. OF	4463	2	6089	2	73
8 GIBRALTAR	2	0	0	0	0
9 GREECE	2703	1	3995	1	68
VATICAN CITY	0	0	1	0	0
10 ICELAND	462	0	739	0	85
11 IRELAND	934	0	1243	0	87
12 ITALY	1300	1	2133	1	61
13 LIECHTENSTEIN	3	0	3	0	100
14 LUXEMBOURG	19	0	41	0	46
15 MALTA	30	0	45	0	67
16 MONACO	6	0	9	0	67
17 NETHERLANDS	1272	1	1660	0	77
18 NORWAY	1458	1	1944	1	75
19 PORTUGAL	459	0	624	0	74
20 SAN MARINO	2	0	4	0	50
21 SPAIN	2300	1	3279	1	70
22 SWEDEN	1129	0	1563	0	72
23 SWITZERLAND	723	0	1122	0	65
24 UNITED KINGDOM	4452	2	6393	2	70
25 WESTERN EUROPE	26723	11	38473	11	69
26 EUROPE, UNSPECIFIED	1	0	1	0	100
27 EUROPE REGION UNSPECIFIED	1	0	1	0	100
28 EUROPE	28752	11	41502	12	69
29 CARIBBEAN, UNSPECIFIED	145	0	120	0	121
30 ARUBA	36	0	27	0	133
31 BAHAMAS	1149	0	1480	0	78
32 BARBADOS	251	0	407	0	62
33 CAYMAN ISLANDS	58	0	69	0	84
34 CUBA	828	0	881	0	94
35 DOMINICAN REPUBLIC	585	0	861	0	68
36 GUADELOUPE	6	0	10	0	60
37 HAITI	1035	0	1343	0	77
38 JAMAICA	1515	1	2569	1	59
LEEWARD ISLANDS	0	0	3	0	0
39 ANTIGUA	123	0	217	0	57
40 BRITISH VIRGIN ISLANDS	48	0	106	0	45
41 MONTSERRAT	11	0	20	0	55
42 ST. KITTS-NEVIS	35	0	134	0	26
43 ANGUILLA	9	0	25	0	36

	LOCATION	TOTALS				
	COUNTRY/ SUB REGION/ REGION	STEP3 TOTAL	ST3 AS % OF WORLD	STEP2 TOTAL	ST2 AS % OF WORLD	ST3 AS % OF ST2
1	MARTINIQUE	9	0	14	0	64
2	NETHERLANDS ANTILLES	412	0	659	0	63
3	TRINIDAD & TOBAGO	1342	1	1946	1	69
4	TURKS & CAICOS ISLANDS	14	0	24	0	58
5	WINDWARD ISLANDS	17	0	16	0	106
6	DOMINICA	65	0	82	0	79
7	GRENADA	118	0	174	0	68
8	ST. LUCIA	55	0	83	0	66
9	ST. VINCENT	46	0	68	0	68
10	CARIBBEAN	7912	3	11338	3	70
11	CENTRAL AMERICA, UNSPECIFIED	8	0	0	0	0
12	BELIZE	257	0	325	0	79
13	COSTA RICA	752	0	955	0	79
14	EL SALVADOR	928	0	1238	0	75
15	GUATEMALA	709	0	924	0	77
16	HONDURAS	1013	0	1325	0	76
17	MEXICO	3956	2	5896	2	67
18	NICARAGUA	1980	1	2205	1	90
19	PANAMA	1473	1	2041	1	72
20	CENTRAL AMERICA	11076	4	14909	4	74
21	SOUTH AMERICA, UNSPECIFIED	3	0	27	0	11
22	ARGENTINA	1178	0	1634	0	72
23	BOLIVIA	733	0	957	0	77
24	BRAZIL	2341	1	3362	1	70
25	CHILE	687	0	991	0	69
26	COLOMBIA	2138	1	2993	1	71
27	ECUADOR	758	0	1059	0	72
28	FALKLAND ISLANDS	8	0	0	0	0
29	FRENCH GUIANA	4	0	3	0	133
30	GUYANA	298	0	457	0	65
31	PARAGUAY	168	0	212	0	79
32	PERU	1767	1	2477	1	71
33	SURINAME	116	0	211	0	55
34	URUGUAY	154	0	249	0	62
35	VENEZUELA	1797	1	2468	1	73
36	SOUTH AMERICA	12150	5	17100	5	71
37	LATIN AMERICA	31138	12	43347	12	72
38	BERMUDA	513	0	646	0	79
39	CANADA	11042	4	16113	5	69
40	ST. PIERRE + MIQUELON	2	0	0	0	0
41	NORTH AMERICAN REGION	11557	5	16759	5	69
42	NORTH AMERICA	11557	5	16759	5	69
43	AUSTRALIA	1141	0	1569	0	73
44	NEW ZEALAND	387	0	549	0	70
45	AUSTRALIA + NEW ZEALAND	1528	1	2118	1	72

	LOCATION	TOTALS				
	COUNTRY/ SUB REGION/ REGION	STEP3 TOTAL	ST3 AS % OF WORLD	STEP2 TOTAL	ST2 AS % OF WORLD	ST3 AS % OF ST2
1	SOLOMON ISLANDS	1	0	1	0	100
2	COOK ISLANDS	2	0	2	0	100
3	FIJI	119	0	158	0	75
4	FRENCH POLYNESIA	46	0	95	0	48
5	KIRIBATI	24	0	25	0	96
6	MARSHALL ISLANDS	8	0	10	0	80
7	NEW CALEDONIA	3	0	7	0	43
8	PAPUA-NEW GUINEA	16	0	16	0	100
	VANUATU	0	0	1	0	0
9	NIUE	1	0	1	0	100
10	PACIFIC ISLANDS, TRUST TER.	274	0	868	0	32
11	PALAU	178	0	71	0	251
12	TONGA	110	0	116	0	95
13	TUVALU	1	0	1	0	100
14	WESTERN SAMOA	110	0	128	0	86
15	PACIFIC OCEAN ISLAND AREAS	893	0	1500	0	60
16	OCEANIA	2421	1	3613	1	67
17	STATELESS	212	0	101	0	210
18	STATELESS REGION	212	0	101	0	210
19	STATELESS OR UNKNOWN	212	0	101	0	210
20	******** FINAL TOTALS *******	252998	100	348751	100	73

B. DETAILED ANALYSES

B.1 Academic Level of Foreign Students Within Fields of Study by World Region and Leading Country of Origin, 1989/90

WORLD REGION/ LOCALITY	FIELD OF STUDY/ACADEMIC LEVEL (Percentages)								
	AGRICULTURE			BUSINESS AND MANAGEMENT			EDUCATION		
	Ugrad	Grad	Other	Ugrad	Grad	Other	Ugrad	Grad	Other
Africa	**27.7**	**70.5**	**1.8**	**77.8**	**19.4**	**2.8**	**41.3**	**57.3**	**1.4**
Nigeria	28.9	69.7	1.3	72.0	24.2	3.8	55.1	43.3	1.5
South Africa	25.0	75.0	—	77.7	20.9	1.4	45.0	54.1	0.9
Egypt	—	92.1	7.9	58.9	29.8	11.3	13.0	87.0	—
Kenya	46.3	51.3	2.5	89.5	8.8	1.7	43.8	54.2	2.1
Ethiopia	27.8	72.2	—	90.1	8.7	1.2	64.0	36.0	—
Asia	**9.6**	**89.0**	**1.4**	**57.8**	**39.8**	**2.4**	**24.7**	**70.3**	**5.1**
Taiwan	2.9	95.6	1.5	38.6	58.6	2.7	14.5	83.1	2.3
China	2.0	97.4	0.6	42.9	55.6	1.5	8.8	87.1	4.1
India	4.6	91.7	3.7	28.4	69.2	2.4	19.7	76.2	4.1
Korea, Rep. of	1.4	96.3	2.3	37.1	60.4	2.5	16.4	80.6	3.1
Malaysia	48.3	48.3	3.4	80.3	15.8	3.9	42.6	54.5	3.0
Europe	**23.8**	**74.1**	**2.1**	**65.5**	**32.2**	**2.3**	**54.6**	**40.7**	**4.7**
United Kingdom	44.4	55.6	—	69.9	26.8	3.3	53.3	43.8	3.0
Germany	33.3	61.9	4.8	59.4	36.9	3.7	41.1	53.3	5.6
France	26.5	73.5	—	54.9	42.1	2.9	55.6	27.8	16.7
Greece	15.0	85.0	—	63.2	36.0	0.8	50.0	43.1	6.9
Spain	27.7	70.2	2.1	76.8	22.4	0.8	52.9	44.1	2.9
Latin America	**41.8**	**57.6**	**0.6**	**79.4**	**19.1**	**1.5**	**52.2**	**43.4**	**4.4**
Mexico	33.3	66.1	0.6	71.3	27.7	1.0	55.9	37.8	6.3
Venezuela	34.0	63.8	2.1	64.6	32.7	2.7	29.1	63.6	7.3
Colombia	30.5	67.8	1.7	73.6	25.1	1.3	51.6	41.9	6.5
Brazil	16.8	83.2	—	63.4	33.1	3.5	24.4	72.0	3.7
Peru	10.7	89.3	—	73.7	24.2	2.1	51.1	46.7	2.2
Middle East	**24.0**	**75.6**	**0.4**	**75.7**	**22.5**	**1.8**	**28.8**	**68.0**	**3.2**
Iran	17.2	81.3	1.6	71.6	27.0	1.4	44.8	52.9	2.3
Lebanon	36.4	63.6	—	77.2	21.0	1.8	43.2	54.1	2.7
Saudi Arabia	5.4	94.6	—	68.0	28.9	3.1	17.1	82.1	0.9
Jordan	38.9	61.1	—	79.5	18.6	1.9	32.8	62.3	4.9
Kuwait	—	—	—	—	—	—	—	—	—
North America	**54.0**	**44.1**	**1.9**	**76.9**	**21.9**	**1.3**	**55.3**	**44.0**	**0.7**
Canada	52.9	45.2	1.9	74.5	24.1	1.4	54.0	45.3	0.7
Oceania	**40.4**	**55.3**	**4.3**	**76.4**	**22.8**	**0.8**	**52.4**	**47.0**	**0.6**
Australia	38.1	61.9	—	55.4	43.9	0.6	35.1	63.9	1.0
Pacific Is. Trust Terr.	100.0	—	—	94.8	3.4	1.7	83.3	16.7	—
ALL REGIONS	**23.1**	**75.6**	**1.3**	**65.1**	**32.6**	**2.2**	**37.3**	**58.9**	**3.8**

B.1 *(continued)*

WORLD REGION/ LOCALITY	FIELD OF STUDY/ACADEMIC LEVEL (Percentages)								
	ENGINEERING			FINE AND APPLIED ARTS			HEALTH SCIENCES		
	Ugrad	Grad	Other	Ugrad	Grad	Other	Ugrad	Grad	Other
Africa	**53.1**	**44.7**	**2.1**	**56.4**	**40.5**	**3.1**	**64.8**	**33.4**	**1.8**
Nigeria	58.8	39.6	1.5	68.4	27.6	3.9	78.2	21.8	—
South Africa	54.7	44.4	0.9	56.8	40.9	2.3	42.2	54.2	3.6
Egypt	29.1	68.0	2.9	14.5	80.0	5.5	21.5	72.3	6.2
Kenya	71.6	26.6	1.8	79.3	20.7	—	75.0	23.8	1.2
Ethiopia	84.2	14.6	1.2	76.9	23.1	—	74.1	25.0	0.9
Asia	**33.1**	**63.2**	**3.6**	**58.0**	**37.4**	**4.6**	**40.2**	**58.7**	**1.2**
Taiwan	12.9	82.8	4.3	41.8	56.5	1.6	28.5	70.0	1.5
China	11.1	36.4	2.6	27.7	68.8	3.5	24.8	74.8	0.4
India	15.1	82.2	2.7	34.0	64.2	1.9	30.1	68.5	1.4
Korea, Rep. of	17.6	80.3	2.0	45.4	52.6	1.9	26.8	72.4	0.8
Malaysia	84.7	13.4	1.9	83.4	14.1	2.6	76.5	22.9	0.6
Europe	**46.1**	**49.5**	**4.4**	**52.8**	**31.7**	**15.5**	**42.6**	**54.9**	**2.5**
United Kingdom	57.3	39.6	3.1	54.7	34.2	11.1	61.3	36.9	1.9
Germany	44.9	52.3	2.8	51.9	28.6	19.4	37.5	51.0	11.5
France	28.1	64.5	7.4	47.8	32.1	20.1	19.4	79.1	1.5
Greece	34.0	64.4	1.7	51.8	39.3	8.9	28.4	70.4	1.2
Spain	66.7	23.8	9.5	50.4	30.9	18.7	33.3	66.7	—
Latin America	**69.9**	**26.0**	**4.2**	**67.2**	**26.6**	**6.2**	**67.1**	**30.9**	**2.0**
Mexico	54.4	41.3	4.2	66.1	28.0	5.8	35.1	64.9	—
Venezuela	61.0	28.8	10.3	66.0	29.2	4.7	64.4	33.3	2.2
Colombia	57.1	32.4	10.5	63.8	33.1	3.1	45.7	52.9	1.4
Brazil	35.4	61.0	3.6	36.5	50.0	13.5	31.3	61.2	7.5
Peru	65.9	29.7	4.4	71.9	25.0	3.1	71.1	23.7	5.3
Middle East	**64.1**	**34.0**	**1.9**	**62.0**	**35.1**	**2.9**	**55.9**	**42.4**	**1.7**
Iran	49.9	48.6	1.5	75.7	23.3	1.0	60.6	38.1	1.3
Lebanon	64.3	32.6	3.0	59.8	37.4	2.8	60.8	39.2	—
Saudi Arabia	70.6	28.3	1.2	41.8	56.7	1.5	30.2	61.9	7.9
Jordan	77.1	22.0	1.0	53.0	45.5	1.5	63.3	35.4	1.3
Kuwait	—	—	—	—	—	—	—	—	—
North America	**67.1**	**31.7**	**1.2**	**52.9**	**44.0**	**3.1**	**49.9**	**49.7**	**0.4**
Canada	65.6	33.1	1.3	51.0	45.9	3.1	49.1	50.6	0.3
Oceania	**61.5**	**38.5**	—	**54.9**	**37.6**	**7.5**	**33.0**	**65.2**	**1.8**
Australia	36.2	63.8	—	52.6	37.9	9.5	20.8	77.9	1.3
Pacific Is. Trust Terr.	100.0	—	—	—	—	—	90.0	10.0	—
ALL REGIONS	**44.1**	**52.5**	**3.3**	**58.1**	**35.6**	**6.3**	**50.1**	**48.5**	**1.4**

B.1 (continued)

WORLD REGION/ LOCALITY	FIELD OF STUDY/ACADEMIC LEVEL (Percentages)								
	HUMANITIES			MATHEMATICS AND COMPUTER SCIENCES			PHYSICAL AND LIFE SCIENCES		
	Ugrad	Grad	Other	Ugrad	Grad	Other	Ugrad	Grad	Other
Africa	**23.5**	**71.7**	**4.8**	**67.6**	**30.8**	**1.6**	**44.4**	**55.3**	**0.3**
Nigeria	19.7	78.6	1.7	65.1	32.2	2.7	49.3	50.7	—
South Africa	23.9	72.7	3.4	69.2	30.8	—	53.9	46.1	—
Egypt	11.4	74.3	14.3	43.9	55.1	1.0	21.3	78.7	—
Kenya	35.8	64.2	—	82.3	16.5	1.3	63.3	36.7	—
Ethiopia	41.9	45.2	12.9	84.6	14.5	0.9	60.6	38.6	0.8
Asia	**30.2**	**58.1**	**11.7**	**39.4**	**59.0**	**1.7**	**15.3**	**83.6**	**1.1**
Taiwan	15.9	79.3	4.8	22.0	75.6	2.3	14.4	84.7	1.0
China	9.3	84.2	6.6	14.9	83.9	1.2	5.0	94.2	0.9
India	13.1	85.6	1.3	25.9	72.5	1.5	12.8	85.3	1.9
Korea, Rep. of	13.6	80.8	5.5	32.3	66.2	1.5	14.0	85.3	0.7
Malaysia	69.9	28.8	1.2	83.8	14.0	2.1	56.7	42.4	0.9
Europe	**27.6**	**67.8**	**4.7**	**46.8**	**51.7**	**1.6**	**30.4**	**67.4**	**2.2**
United Kingdom	33.2	64.9	1.8	55.8	44.2	—	29.9	68.7	1.4
Germany	23.1	72.9	3.9	36.5	60.0	3.5	30.3	64.4	5.3
France	23.6	69.5	6.8	61.5	35.6	2.9	16.4	79.0	4.6
Greece	37.0	56.5	6.5	42.9	56.3	0.9	30.5	69.5	—
Spain	19.0	78.2	2.8	58.0	41.1	0.9	44.4	54.7	0.9
Latin America	**36.8**	**54.1**	**9.2**	**71.4**	**26.4**	**2.2**	**41.9**	**57.3**	**0.8**
Mexico	33.5	47.8	18.8	59.7	39.1	1.3	24.7	74.3	1.0
Venezuela	27.5	66.7	5.9	64.8	34.3	1.0	24.8	74.4	0.9
Colombia	23.9	60.7	15.4	61.4	36.8	1.8	35.3	63.8	0.9
Brazil	31.7	60.2	8.1	61.8	37.5	0.7	16.8	82.2	1.0
Peru	42.9	54.0	3.2	71.7	26.1	2.2	42.2	56.6	1.2
Middle East	**31.1**	**49.7**	**19.1**	**69.9**	**29.0**	**1.1**	**50.1**	**48.7**	**1.2**
Iran	54.5	40.9	4.5	66.4	31.8	1.8	63.4	34.8	1.7
Lebanon	25.7	51.4	22.9	74.1	25.2	0.7	49.2	48.3	2.5
Saudi Arabia	16.9	47.7	35.4	79.1	20.6	0.2	52.0	48.0	—
Jordan	34.7	57.1	8.2	68.7	30.0	1.3	44.4	54.1	1.5
Kuwait	—	—	—	—	—	—	—	—	—
North America	**31.5**	**67.6**	**0.9**	**56.0**	**43.7**	**0.4**	**34.7**	**65.0**	**0.3**
Canada	30.5	68.6	0.9	53.6	46.0	0.4	33.0	66.7	0.3
Oceania	**23.1**	**72.9**	**4.0**	**68.3**	**31.7**	—	**36.1**	**60.9**	**3.0**
Australia	14.8	80.0	5.2	24.4	75.6	—	23.0	71.6	5.4
Pacific Is. Trust Terr.	100.0	—	—	100.0	—	—	85.7	14.3	—
ALL REGIONS	**29.8**	**61.6**	**8.6**	**47.8**	**50.6**	**1.6**	**23.9**	**75.0**	**1.2**

B.1 *(continued)*

WORLD REGION/ LOCALITY	FIELD OF STUDY/ACADEMIC LEVEL (Percentages)								
	SOCIAL SCIENCES			OTHER			INTENSIVE ENGLISH		
	Ugrad	Grad	Other	Ugrad	Grad	Other	Ugrad	Grad	Other
Africa	**43.6**	**54.6**	**1.8**	**71.6**	**26.5**	**1.9**	**9.4**	**13.4**	**77.2**
Nigeria	41.6	57.3	1.0	62.4	35.9	1.7	—	20.0	80.0
South Africa	54.5	44.2	1.2	71.5	24.8	3.6	—	33.3	66.7
Egypt	22.4	76.5	1.2	56.9	39.2	3.9	42.9	—	57.1
Kenya	59.4	38.1	2.6	75.2	24.8	—	—	—	100.0
Ethiopia	43.2	49.4	7.4	94.2	5.1	0.7	25.0	—	75.0
Asia	**34.5**	**63.6**	**1.9**	**63.8**	**32.2**	**4.0**	**7.3**	**6.5**	**86.2**
Taiwan	15.7	82.6	1.6	35.0	63.3	1.7	3.8	20.3	75.9
China	8.3	90.0	1.7	32.2	66.3	1.5	10.8	22.7	66.5
India	21.2	77.5	1.3	50.3	46.2	3.5	11.1	22.2	66.7
Korea, Rep. of	16.5	81.7	1.8	49.5	49.2	1.3	3.6	1.8	94.6
Malaysia	71.8	27.1	1.1	79.5	19.1	1.4	44.3	12.9	42.9
Europe	**45.5**	**51.1**	**3.4**	**74.0**	**20.8**	**5.2**	**10.0**	**2.1**	**88.0**
United Kingdom	51.7	45.5	2.9	77.2	19.2	3.6	50.0	50.0	—
Germany	34.5	58.9	6.6	69.5	20.5	9.9	12.1	—	87.9
France	48.6	45.8	5.6	70.0	22.1	7.9	24.5	1.9	73.6
Greece	45.6	53.7	0.7	59.0	39.1	1.9	—	3.6	96.4
Spain	52.2	46.8	1.1	83.9	15.1	1.0	6.3	—	93.8
Latin America	**53.9**	**44.9**	**1.2**	**91.2**	**8.0**	**0.8**	**10.3**	**3.3**	**86.4**
Mexico	46.7	51.6	1.7	84.7	13.2	2.0	4.1	3.4	92.5
Venezuela	59.1	39.1	1.7	87.1	11.7	1.3	3.4	—	96.6
Colombia	47.9	52.1	—	89.2	9.9	0.9	17.9	1.1	81.1
Brazil	44.3	52.2	3.4	77.7	20.8	1.5	3.7	3.7	92.6
Peru	43.9	55.1	1.1	90.3	8.1	1.6	8.8	2.9	88.2
Middle East	**37.3**	**59.9**	**2.8**	**80.1**	**18.0**	**2.0**	**8.0**	**2.9**	**89.1**
Iran	38.5	60.3	1.3	83.0	14.6	2.5	22.7	2.3	75.0
Lebanon	45.6	48.2	6.1	86.7	11.9	1.4	20.0	—	80.0
Saudi Arabia	24.8	73.7	1.5	56.0	42.3	1.8	4.3	1.1	94.6
Jordan	41.7	55.0	3.3	80.4	16.0	3.7	4.8	1.0	94.2
Kuwait	—	—	—	—	—	—	—	—	—
North America	**57.3**	**42.1**	**0.6**	**79.7**	**19.5**	**0.8**	**9.1**	**27.3**	**63.6**
Canada	56.5	42.9	0.6	78.8	20.4	0.8	9.1	27.3	63.6
Oceania	**56.4**	**42.8**	**0.8**	**81.7**	**16.1**	**2.2**	**8.5**	**1.7**	**89.7**
Australia	39.7	59.5	0.9	68.3	26.8	4.9	20.0	40.0	40.0
Pacific Is. Trust Terr.	95.5	4.5	—	98.7	1.3	—	—	—	—
ALL REGIONS	**41.3**	**56.7**	**2.0**	**74.6**	**22.5**	**2.9**	**8.0**	**5.5**	**86.5**

B.2 Gender of Foreign Students Within Fields of Study by World Region and Leading Country of Origin, 1989/90

WORLD REGION/LOCALITY	FIELD OF STUDY/GENDER (Percentages)									
	AGRICULTURE		BUSINESS AND MANAGEMENT		EDUCATION		ENGINEERING		FINE AND APPLIED ARTS	
	M	F	M	F	M	F	M	F	M	F
AFRICA	**84.9**	**15.1**	**66.8**	**33.2**	**67.3**	**32.7**	**91.7**	**8.3**	**73.6**	**26.4**
Nigeria	88.0	12.0	67.7	32.3	79.7	20.3	94.8	5.2	76.4	23.6
South Africa	75.0	25.0	76.5	23.5	46.3	53.7	92.6	7.4	81.4	18.6
Egypt	84.2	15.8	81.6	18.4	69.6	30.4	93.3	6.7	74.1	25.9
Kenya	75.6	24.4	65.2	34.8	47.9	52.1	94.2	5.8	44.4	55.6
Ethiopia	83.3	16.7	45.4	54.6	75.0	25.0	88.3	11.7	62.5	37.5
ASIA	**71.6**	**28.4**	**63.3**	**36.7**	**38.7**	**61.3**	**89.3**	**10.7**	**50.6**	**49.4**
Taiwan	61.3	38.7	42.7	57.3	23.3	76.7	90.8	9.2	39.9	60.1
China	73.8	26.2	57.5	42.5	48.8	51.2	80.0	20.0	56.8	43.2
India	72.1	27.9	80.0	20.0	36.1	63.9	92.9	7.1	65.5	34.5
Korea, Rep. of	87.3	12.7	90.4	9.6	48.3	51.7	97.0	3.0	40.1	59.9
Malaysia	62.5	37.5	61.5	38.5	52.7	47.3	88.5	11.5	65.6	34.4
EUROPE	**62.3**	**37.7**	**69.8**	**30.2**	**47.4**	**52.6**	**85.3**	**14.7**	**55.5**	**44.5**
United Kingdom	50.0	50.0	70.7	29.3	59.5	40.5	87.2	12.8	52.1	47.9
Germany	63.4	36.6	66.7	33.3	44.4	55.6	88.6	11.4	50.0	50.0
France	64.7	35.3	63.4	36.6	26.5	73.5	78.1	21.9	51.4	48.6
Greece	74.4	25.6	78.1	21.9	46.4	53.6	88.9	11.1	63.4	36.6
Spain	48.9	51.1	78.5	21.5	60.6	39.4	85.8	14.2	67.0	33.0
LATIN AMERICA	**79.7**	**20.3**	**59.1**	**40.9**	**38.4**	**61.6**	**80.9**	**19.1**	**57.0**	**43.0**
Mexico	85.6	14.4	73.0	27.0	49.1	50.9	85.0	15.0	63.5	36.5
Venezuela	74.5	25.5	63.2	36.8	56.3	43.7	80.6	19.4	52.1	47.9
Colombia	77.0	23.0	66.5	33.5	39.3	60.7	77.6	22.4	53.8	46.2
Brazil	76.8	23.2	74.3	25.7	35.5	64.5	82.2	17.8	54.5	45.5
Peru	85.7	14.3	60.4	39.6	19.0	81.0	87.6	12.4	46.3	53.7
MIDDLE EAST	**85.2**	**14.8**	**83.2**	**16.8**	**67.4**	**32.6**	**94.3**	**5.7**	**69.1**	**30.9**
Iran	82.8	17.2	65.0	35.0	57.3	42.7	86.9	13.1	57.9	42.1
Lebanon	70.0	30.0	83.1	16.9	60.0	40.0	95.8	4.2	68.4	31.6
Saudi Arabia	100.0	0.0	92.1	7.9	81.2	18.8	98.8	1.2	88.9	11.1
Jordan	83.3	16.7	89.0	11.0	82.3	17.7	97.3	2.7	75.4	24.6
Kuwait	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NORTH AMERICA	**66.0**	**34.0**	**70.5**	**29.5**	**46.5**	**53.5**	**89.8**	**10.2**	**53.4**	**46.6**
Canada	66.5	33.5	74.8	25.2	47.6	52.4	89.5	10.5	53.9	46.1
OCEANIA	**63.8**	**36.2**	**59.1**	**40.9**	**53.3**	**46.7**	**91.7**	**8.3**	**48.0**	**52.0**
Australia	66.7	33.3	72.3	27.7	52.3	47.7	92.5	7.5	38.9	61.1
Pacific Is. Trust Terr.	100.0	0.0	41.4	58.6	50.0	50.0	100.0	0.0	0.0	0.0
ALL REGIONS	**75.4**	**24.6**	**65.7**	**34.3**	**45.8**	**54.2**	**89.2**	**10.8**	**54.4**	**45.6**

B.2 *(continued)*

FIELD OF STUDY/GENDER (Percentages)													
HEALTH SCIENCES		HUMANITIES		MATH AND COMP SCIENCES		PHYSICAL AND LIFE SCIENCES		SOCIAL SCIENCES		OTHER		INTENSIVE ENGLISH	
M	F	M	F	M	F	M	F	M	F	M	F	M	F
47.4	**52.6**	**75.3**	**24.7**	**77.2**	**22.8**	**73.4**	**26.6**	**70.8**	**29.2**	**59.2**	**40.8**	**68.0**	**32.0**
45.6	54.4	78.7	21.3	82.0	18.0	77.3	22.7	77.6	22.4	57.4	42.6	50.0	50.0
48.1	51.9	72.4	27.6	75.4	24.6	70.9	29.1	53.8	46.2	61.1	38.9	100.0	0.0
65.5	34.5	67.7	32.3	88.3	11.7	72.0	28.0	73.4	26.6	72.9	27.1	83.3	16.7
51.9	48.1	77.9	22.1	68.0	32.0	62.3	37.7	66.0	34.0	53.2	46.8	100.0	0.0
40.6	59.4	51.6	48.4	55.3	44.7	66.1	33.9	59.2	40.8	53.3	46.7	55.6	44.4
46.2	**53.8**	**48.0**	**52.0**	**73.1**	**26.9**	**68.4**	**31.6**	**58.5**	**41.5**	**45.6**	**54.4**	**49.9**	**50.1**
39.1	60.9	27.0	73.0	65.9	34.1	65.8	34.2	54.9	45.1	30.1	69.9	32.4	67.6
50.6	49.4	57.5	42.5	70.1	29.9	69.3	30.7	66.0	34.0	50.7	49.3	52.0	48.0
48.9	51.1	49.0	51.0	82.3	17.7	66.1	33.9	51.8	48.2	52.5	47.5	44.4	55.6
58.2	41.8	69.0	31.0	81.2	18.8	78.6	21.4	81.8	18.2	52.1	47.9	66.0	34.0
45.9	54.1	42.6	57.4	59.2	40.8	59.5	40.5	50.2	49.8	47.8	52.2	72.7	27.3
48.8	**51.2**	**40.7**	**59.3**	**77.7**	**22.3**	**70.9**	**29.1**	**55.6**	**44.4**	**47.4**	**52.6**	**53.9**	**46.1**
43.2	56.8	56.5	43.5	78.8	21.2	72.9	27.1	59.2	40.8	54.0	46.0	100.0	0.0
45.2	54.8	41.6	58.4	72.0	28.0	72.2	27.8	55.8	44.2	43.4	56.6	27.3	72.7
50.8	49.2	28.4	71.6	78.7	21.3	62.9	37.1	41.1	58.9	41.5	58.5	48.7	51.3
71.8	28.2	32.6	67.4	87.0	13.0	76.4	23.6	61.9	38.1	61.0	39.0	77.8	22.2
54.7	45.3	39.3	60.7	75.0	25.0	70.9	29.1	58.6	41.4	56.8	43.2	75.0	25.0
39.2	**60.8**	**49.9**	**50.1**	**66.2**	**33.8**	**66.5**	**33.5**	**51.7**	**48.3**	**48.9**	**51.1**	**49.8**	**50.2**
60.9	39.1	53.0	47.0	78.8	21.2	74.2	25.8	60.7	39.3	47.7	52.3	49.2	50.8
31.7	68.3	52.2	47.8	69.2	30.8	60.0	40.0	50.9	49.1	53.4	46.6	48.0	52.0
35.4	64.6	52.3	47.7	72.1	27.9	67.3	32.7	54.6	45.4	51.3	48.7	45.9	54.1
38.5	61.5	49.2	50.8	66.7	33.3	70.0	30.0	48.2	51.8	49.0	51.0	41.0	59.0
38.9	61.1	48.2	51.8	68.8	31.2	73.8	26.3	60.9	39.1	48.3	51.7	64.5	35.5
59.1	**40.9**	**66.0**	**34.0**	**84.1**	**15.9**	**72.4**	**27.6**	**73.9**	**26.1**	**68.5**	**31.5**	**80.3**	**19.7**
50.4	49.6	46.3	53.7	64.8	35.2	61.6	38.4	59.3	40.7	48.6	51.4	63.4	36.6
71.2	28.8	50.0	50.0	86.7	13.3	70.5	29.5	62.3	37.7	76.8	23.2	82.8	17.2
75.8	24.2	76.9	23.1	91.7	8.3	87.9	12.1	93.8	6.2	81.4	18.6	69.3	30.7
80.0	20.0	81.3	18.8	91.8	8.2	88.8	11.2	85.8	14.2	81.2	18.8	93.0	7.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
32.9	**67.1**	**64.2**	**35.8**	**70.7**	**29.3**	**69.3**	**30.7**	**52.6**	**47.4**	**50.1**	**49.9**	**40.0**	**60.0**
33.1	66.9	64.3	35.7	72.5	27.5	70.3	29.7	53.1	46.9	50.6	49.4	40.0	60.0
54.7	**45.3**	**68.9**	**31.1**	**69.3**	**30.7**	**62.0**	**38.0**	**59.4**	**40.6**	**51.7**	**48.3**	**52.2**	**47.8**
57.5	42.5	69.5	30.5	78.4	21.6	63.4	36.6	53.3	46.7	47.3	52.7	0.0	100.0
60.0	40.0	88.9	11.1	47.8	52.2	57.1	42.9	68.2	31.8	64.0	36.0	0.0	0.0
45.0	**55.0**	**51.0**	**49.0**	**74.4**	**25.6**	**69.1**	**30.9**	**59.1**	**40.9**	**49.7**	**50.3**	**54.0**	**46.0**

B.3 *Gender of Foreign Students Within Fields of Study and Academic Level by World Region and Leading Country of Origin, 1989/90*

WORLD REGION/ LOCALITY	UNDERGRADUATE									
	FIELD OF STUDY/GENDER (Percentages)									
	AGRICULTURE		BUSINESS AND MANAGEMENT		EDUCATION		ENGINEERING		FINE AND APPLIED ARTS	
	M	F	M	F	M	F	M	F	M	F
AFRICA	**81.1**	**18.9**	**64.0**	**36.0**	**72.2**	**27.8**	**92.4**	**7.6**	**69.3**	**30.7**
Nigeria	81.0	19.0	63.6	36.4	86.5	13.5	95.7	4.3	70.2	29.8
South Africa	60.0	40.0	77.4	22.6	58.5	41.5	94.3	5.7	77.3	22.7
Egypt	—	—	88.3	11.7	100.0	—	98.9	1.1	50.0	50.0
Kenya	75.7	24.3	63.1	36.9	52.6	47.4	94.5	5.5	42.9	57.1
Ethiopia	90.0	10.0	42.5	57.5	62.5	37.5	89.1	10.9	55.6	44.4
ASIA	**60.9**	**39.1**	**57.4**	**42.6**	**35.8**	**64.2**	**89.5**	**10.5**	**46.4**	**53.6**
Taiwan	40.0	60.0	31.8	68.2	23.9	76.1	86.8	13.2	32.0	68.0
China	50.0	50.0	47.0	53.0	42.9	57.1	81.9	18.1	43.9	56.1
India	80.0	20.0	72.2	27.8	44.4	55.6	90.8	9.2	60.5	39.5
Korea, Rep. of	33.3	66.7	84.2	15.8	48.9	51.1	94.7	5.3	33.9	66.1
Malaysia	76.2	23.8	60.3	39.7	53.8	46.2	88.5	11.5	64.4	35.6
EUROPE	**55.8**	**44.2**	**67.1**	**32.9**	**47.7**	**52.3**	**86.8**	**13.2**	**53.7**	**46.3**
United Kingdom	50.0	50.0	66.4	33.6	56.3	43.7	86.1	13.9	53.4	46.6
Germany	46.2	53.8	62.1	37.9	33.3	66.7	87.7	12.3	48.5	51.5
France	44.4	55.6	64.3	35.7	31.6	68.4	79.1	20.9	53.8	46.2
Greece	100.0	—	74.5	25.5	54.5	45.5	93.7	6.3	62.7	37.3
Spain	54.5	45.5	77.1	22.9	81.3	18.8	91.1	8.9	66.1	33.9
LATIN AMERICA	**83.5**	**16.5**	**55.4**	**44.6**	**34.9**	**65.1**	**79.8**	**20.2**	**52.9**	**47.1**
Mexico	83.6	16.4	69.9	30.1	39.3	60.7	84.9	15.1	60.2	39.8
Venezuela	87.5	12.5	60.6	39.4	53.8	46.2	82.3	17.7	45.3	54.7
Colombia	88.2	11.8	62.7	37.3	44.8	55.2	81.1	18.9	44.7	55.3
Brazil	81.3	18.8	71.7	28.3	42.1	57.9	78.0	22.0	50.0	50.0
Peru	100.0	—	54.2	45.8	19.0	81.0	85.9	14.1	52.6	47.4
MIDDLE EAST	**83.3**	**16.7**	**83.6**	**16.4**	**67.2**	**32.8**	**95.0**	**5.0**	**66.7**	**33.3**
Iran	81.8	18.2	61.1	38.9	60.0	40.0	81.5	18.5	50.7	49.3
Lebanon	85.7	14.3	83.3	16.7	66.7	33.3	96.6	3.4	67.8	32.2
Saudi Arabia	100.0	—	90.4	9.6	90.0	10.0	99.1	0.9	76.9	23.1
Jordan	85.7	14.3	88.5	11.5	77.8	22.2	97.0	3.0	68.8	31.3
Kuwait	—	—	—	—	—	—	—	—	—	—
NORTH AMERICA	**67.8**	**32.2**	**68.8**	**31.2**	**48.8**	**51.2**	**91.4**	**8.6**	**51.7**	**48.3**
Canada	68.7	31.3	74.1	25.9	50.4	49.6	91.0	9.0	52.5	47.5
OCEANIA	**52.6**	**47.4**	**53.5**	**46.5**	**48.1**	**51.9**	**89.9**	**10.1**	**42.6**	**57.4**
Australia	50.0	50.0	67.5	32.5	45.2	54.8	85.7	14.3	34.8	65.2
Pacific Is. Trust Terr.	100.0	—	40.0	60.0	40.0	60.0	100.0	—	—	—
ALL REGIONS	**74.8**	**25.2**	**61.8**	**38.2**	**46.1**	**53.9**	**89.4**	**10.6**	**51.0**	**49.0**

B.3 *(continued)*

UNDERGRADUATE													
FIELD OF STUDY/GENDER (Percentages)													
HEALTH SCIENCES		HUMANITIES		MATH AND COMP SCIENCES		PHYSICAL AND LIFE SCIENCES		SOCIAL SCIENCES		OTHER		INTENSIVE ENGLISH	
M	F	M	F	M	F	M	F	M	F	M	F	M	F
39.3	**60.7**	**65.7**	**34.3**	**71.9**	**28.1**	**61.7**	**38.3**	**62.6**	**37.4**	**56.3**	**43.7**	**75.0**	**25.0**
42.5	57.5	68.2	31.8	77.0	23.0	68.3	31.7	66.4	33.6	52.1	47.9	—	—
28.1	71.9	76.2	23.8	72.7	27.3	63.3	36.7	56.5	43.5	71.6	28.4	—	—
46.2	53.8	100.0	—	87.2	12.8	60.0	40.0	66.7	33.3	65.4	34.6	66.7	33.3
43.1	56.9	69.2	30.8	64.5	35.5	50.0	50.0	62.1	37.9	48.2	51.8	—	—
35.3	64.7	38.5	61.5	50.5	49.5	52.0	48.0	34.4	65.6	52.4	47.6	100.0	—
32.5	**67.5**	**36.5**	**63.5**	**69.7**	**30.3**	**61.4**	**38.6**	**48.6**	**51.4**	**43.4**	**56.6**	**49.0**	**51.0**
28.7	71.3	28.3	71.7	56.4	43.6	63.1	36.9	47.3	52.7	31.5	68.5	33.3	66.7
21.1	78.9	55.4	44.6	53.7	46.3	59.2	40.8	57.4	42.6	40.4	59.6	35.0	65.0
30.0	70.0	53.7	46.3	79.9	20.1	58.9	41.1	53.5	46.5	53.9	46.1	—	100.0
41.5	58.5	62.8	37.2	80.6	19.4	79.2	20.8	69.8	30.2	53.1	46.9	42.9	57.1
42.3	57.7	38.0	62.0	57.6	42.4	55.6	44.4	48.1	51.9	47.5	52.5	93.3	6.7
32.2	**67.8**	**33.5**	**66.5**	**76.4**	**23.6**	**64.8**	**35.2**	**55.5**	**44.5**	**44.9**	**55.1**	**39.4**	**60.6**
34.0	66.0	47.0	53.0	72.2	27.8	59.0	41.0	57.7	42.3	52.0	48.0	100.0	—
27.8	72.2	30.7	69.3	68.4	31.6	65.2	34.8	54.1	45.9	39.1	60.9	—	100.0
23.1	76.9	24.2	75.8	71.7	28.3	64.5	35.5	44.4	55.6	41.6	58.4	46.2	53.8
57.1	42.9	27.3	72.7	89.9	10.1	75.5	24.5	61.0	39.0	60.0	40.0	—	—
41.2	58.8	46.3	53.7	79.4	20.6	71.1	28.9	61.1	38.9	58.1	41.9	66.7	33.3
33.2	**66.8**	**47.0**	**53.0**	**62.7**	**37.3**	**58.1**	**41.9**	**45.8**	**54.2**	**48.3**	**51.7**	**48.4**	**51.6**
45.2	54.8	48.6	51.4	72.9	27.1	63.2	36.8	50.4	49.6	44.2	55.8	100.0	—
16.0	84.0	41.7	58.3	63.8	36.2	50.0	50.0	44.8	55.2	52.0	48.0	—	—
22.6	77.4	52.2	47.8	75.0	25.0	57.1	42.9	57.7	42.3	50.2	49.8	53.3	46.7
20.0	80.0	39.5	60.5	66.3	33.7	61.3	38.7	39.1	60.9	48.8	51.2	50.0	50.0
30.8	69.2	25.0	75.0	65.2	34.8	68.8	31.3	51.4	48.6	47.2	52.8	33.3	66.7
55.7	**44.3**	**55.9**	**44.1**	**84.0**	**16.0**	**65.2**	**34.8**	**69.8**	**30.2**	**66.7**	**33.3**	**64.9**	**35.1**
44.1	55.9	45.8	54.2	58.3	41.7	55.2	44.8	43.9	56.1	46.6	53.4	44.4	55.6
71.8	28.2	22.2	77.8	85.2	14.8	81.1	18.9	53.1	46.9	76.9	23.1	83.3	16.7
84.2	15.8	36.4	63.6	91.2	8.8	84.3	15.7	89.1	10.9	71.1	28.9	—	100.0
83.3	16.7	70.6	29.4	91.4	8.6	82.7	17.3	85.5	14.5	80.8	19.2	100.0	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—
20.5	**79.5**	**59.9**	**40.1**	**63.5**	**36.5**	**64.0**	**36.0**	**52.0**	**48.0**	**52.8**	**47.2**	**100.0**	—
20.5	79.5	61.3	38.7	66.1	33.9	66.2	33.8	52.5	47.5	53.6	46.4	100.0	—
45.5	**54.5**	**44.4**	**55.6**	**60.7**	**39.3**	**46.8**	**53.2**	**59.6**	**40.4**	**53.2**	**46.8**	**60.0**	**40.0**
38.5	61.5	31.6	68.4	50.0	50.0	47.1	52.9	55.6	44.4	45.3	54.7	—	100.0
66.7	33.3	87.5	12.5	47.8	52.2	50.0	50.0	66.7	33.3	64.9	35.1	—	—
34.6	**65.4**	**42.1**	**57.9**	**71.9**	**28.1**	**62.0**	**38.0**	**52.7**	**47.3**	**48.5**	**51.5**	**51.0**	**49.0**

B.3 *(continued)*

WORLD REGION/ LOCALITY	GRADUATE									
	FIELD OF STUDY/GENDER (Percentages)									
	AGRICULTURE		BUSINESS AND MANAGEMENT		EDUCATION		ENGINEERING		FINE AND APPLIED ARTS	
	M	F	M	F	M	F	M	F	M	F
AFRICA	**86.8**	**13.2**	**77.1**	**22.9**	**65.1**	**34.9**	**91.5**	**8.5**	**78.5**	**21.5**
Nigeria	92.5	7.5	76.9	23.1	69.9	30.1	93.2	6.8	85.7	14.3
South Africa	80.0	20.0	75.6	24.4	42.4	57.6	92.2	7.8	82.4	17.6
Egypt	82.9	17.1	77.5	22.5	65.0	35.0	91.4	8.6	79.1	20.9
Kenya	74.4	25.6	82.1	17.9	46.2	53.8	96.4	3.6	50.0	50.0
Ethiopia	80.8	19.2	81.0	19.0	100.0	—	87.0	13.0	83.3	16.7
ASIA	**73.1**	**26.9**	**72.3**	**27.7**	**40.0**	**60.0**	**90.2**	**9.8**	**54.4**	**45.6**
Taiwan	62.3	37.7	49.7	50.3	23.9	76.1	91.6	8.4	45.0	55.0
China	74.1	25.9	64.8	35.2	49.0	51.0	79.5	20.5	61.0	39.0
India	73.0	27.0	83.1	16.9	32.6	67.4	93.2	6.8	67.7	32.3
Korea, Rep. of	87.7	12.3	94.1	5.9	46.6	53.4	98.4	1.6	44.9	55.1
Malaysia	52.4	47.6	68.9	31.1	52.3	47.7	87.5	12.5	69.1	30.9
EUROPE	**64.8**	**35.2**	**75.3**	**24.7**	**48.3**	**51.7**	**87.0**	**13.0**	**51.6**	**48.4**
United Kingdom	54.5	45.5	80.6	19.4	63.2	36.8	88.3	11.7	47.6	52.4
Germany	73.1	26.9	74.7	25.3	54.5	45.5	91.6	8.4	50.6	49.4
France	70.8	29.2	62.1	37.9	25.0	75.0	82.8	17.2	40.4	59.6
Greece	69.7	30.3	84.0	16.0	40.0	60.0	86.5	13.5	51.6	48.4
Spain	45.5	54.5	85.7	14.3	40.0	60.0	89.8	10.2	63.3	36.7
LATIN AMERICA	**76.9**	**23.1**	**73.4**	**26.6**	**41.1**	**58.9**	**86.0**	**14.0**	**60.9**	**39.1**
Mexico	86.2	13.8	78.2	21.8	65.0	35.0	88.9	11.1	64.7	35.3
Venezuela	66.7	33.3	69.2	30.8	59.4	40.6	88.0	12.0	63.0	37.0
Colombia	70.0	30.0	80.6	19.4	28.0	72.0	84.4	15.6	66.7	33.3
Brazil	76.9	23.1	80.6	19.4	32.1	67.9	84.8	15.2	50.0	50.0
Peru	83.3	16.7	73.3	26.7	20.0	80.0	91.4	8.6	38.5	61.5
MIDDLE EAST	**85.7**	**14.3**	**83.0**	**17.0**	**69.3**	**30.7**	**93.2**	**6.8**	**72.6**	**27.4**
Iran	82.7	17.3	72.6	27.4	60.0	40.0	92.5	7.5	85.7	14.3
Lebanon	61.5	38.5	83.1	16.9	55.0	45.0	95.0	5.0	72.2	27.8
Saudi Arabia	100.0	—	94.8	5.2	79.8	20.2	98.4	1.6	97.2	2.8
Jordan	81.8	18.2	91.8	8.2	81.6	18.4	98.1	1.9	82.1	17.9
Kuwait	—	—	—	—	—	—	—	—	—	—
NORTH AMERICA	**62.3**	**37.7**	**75.8**	**24.2**	**43.9**	**56.1**	**87.1**	**12.9**	**55.7**	**44.3**
Canada	62.3	37.7	76.2	23.8	44.4	55.6	87.1	12.9	55.9	44.1
OCEANIA	**73.1**	**26.9**	**80.0**	**20.0**	**58.0**	**42.0**	**95.0**	**5.0**	**52.1**	**47.9**
Australia	76.9	23.1	78.4	21.6	54.5	45.5	96.9	3.1	38.2	61.8
Pacific Is. Trust Terr.	—	—	100.0	—	100.0	—	—	—	—	—
ALL REGIONS	**75.8**	**24.2**	**73.7**	**26.3**	**46.3**	**53.7**	**90.1**	**9.9**	**56.9**	**43.1**

B.3 *(continued)*

GRADUATE													
FIELD OF STUDY/GENDER (Percentages)													
HEALTH SCIENCES		HUMANITIES		MATH AND COMP SCIENCES		PHYSICAL AND LIFE SCIENCES		SOCIAL SCIENCES		OTHER		INTENSIVE ENGLISH	
M	F	M	F	M	F	M	F	M	F	M	F	M	F
65.6	**34.4**	**79.7**	**20.3**	**88.0**	**12.0**	**83.7**	**16.3**	**77.4**	**22.6**	**65.7**	**34.3**	**76.5**	**23.5**
58.2	41.8	81.0	19.0	89.1	10.9	86.8	13.2	86.5	13.5	64.2	35.8	—	100.0
64.3	35.7	73.8	26.2	82.4	17.6	80.0	20.0	52.1	47.9	29.6	70.4	100.0	—
69.8	30.2	59.1	40.9	88.2	11.8	75.0	25.0	74.6	25.4	80.0	20.0	—	—
80.0	20.0	82.0	18.0	83.3	16.7	82.8	17.2	76.3	23.7	70.4	29.6	—	—
73.3	26.7	78.6	21.4	80.0	20.0	87.8	12.2	73.7	26.3	57.1	42.9	—	—
55.3	**44.7**	**54.5**	**45.5**	**75.7**	**24.3**	**69.6**	**30.4**	**64.6**	**35.4**	**47.6**	**52.4**	**43.4**	**56.6**
43.8	56.2	27.1	72.9	68.5	31.5	65.9	34.1	56.7	43.3	29.0	71.0	36.1	63.9
59.9	40.1	57.9	42.1	72.5	27.5	69.8	30.2	66.2	33.8	54.9	45.1	51.4	48.6
54.7	45.3	47.6	52.4	84.9	15.1	66.8	33.2	51.0	49.0	51.8	48.2	100.0	—
63.3	36.7	70.3	29.7	82.2	17.8	78.5	21.5	84.3	15.7	50.3	49.7	—	100.0
60.6	39.4	57.9	42.1	67.0	33.0	62.9	37.1	55.9	44.1	46.9	53.1	—	100.0
61.6	**38.4**	**43.1**	**56.9**	**78.3**	**21.7**	**73.8**	**26.2**	**56.3**	**43.7**	**56.6**	**43.4**	**33.3**	**66.7**
60.8	39.2	61.9	38.1	86.4	13.6	78.9	21.1	62.2	37.8	64.4	35.6	100.0	—
58.7	41.3	44.3	55.7	73.0	27.0	74.7	25.3	57.2	42.8	55.7	44.3	—	—
57.1	42.9	28.6	71.4	89.2	10.8	61.3	38.7	36.3	63.7	42.6	57.4	100.0	—
76.8	23.2	32.0	68.0	84.6	15.4	79.0	21.0	62.6	37.4	62.3	37.7	—	100.0
60.0	40.0	37.9	62.1	65.1	34.9	70.2	29.8	55.3	44.7	48.1	51.9	—	—
52.5	**47.5**	**51.6**	**48.4**	**74.8**	**25.2**	**72.6**	**27.4**	**58.7**	**41.3**	**55.2**	**44.8**	**52.4**	**47.6**
68.3	31.7	55.3	44.7	86.7	13.3	77.0	23.0	71.0	29.0	67.6	32.4	60.0	40.0
60.0	40.0	54.8	45.2	78.1	21.9	61.9	38.1	55.8	44.2	60.9	39.1	—	—
46.9	53.1	50.7	49.3	66.7	33.3	73.5	26.5	54.5	45.5	60.7	39.3	—	100.0
51.3	48.7	57.4	42.6	65.5	34.5	72.7	27.3	54.7	45.3	47.8	52.2	50.0	50.0
55.6	44.4	66.7	33.3	82.6	17.4	76.1	23.9	67.3	32.7	60.9	39.1	—	100.0
64.2	**35.8**	**64.4**	**35.6**	**85.0**	**15.0**	**79.9**	**20.1**	**76.0**	**24.0**	**77.3**	**22.7**	**73.3**	**26.7**
61.8	38.2	42.9	57.1	80.1	19.9	72.3	27.7	69.5	30.5	59.6	40.4	—	100.0
71.1	28.9	47.1	52.9	89.2	10.8	62.5	37.5	68.0	32.0	72.7	27.3	—	—
72.2	27.8	77.4	22.6	94.2	5.8	93.6	6.4	95.6	4.4	95.5	4.5	100.0	—
73.1	26.9	88.9	11.1	93.3	6.7	94.3	5.7	85.0	15.0	86.4	13.6	100.0	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—
45.3	**54.7**	**66.7**	**33.3**	**79.6**	**20.4**	**72.1**	**27.9**	**53.4**	**46.6**	**39.0**	**61.0**	**66.7**	**33.3**
45.2	54.8	66.2	33.8	79.6	20.4	72.3	27.7	53.8	46.2	38.9	61.1	66.7	33.3
59.2	**40.8**	**76.3**	**23.7**	**89.2**	**10.8**	**68.8**	**31.2**	**58.6**	**41.4**	**41.0**	**59.0**	—	**100.0**
61.0	39.0	76.2	23.8	88.9	11.1	65.3	34.7	52.5	47.5	51.7	48.3	—	100.0
—	100.0	—	—	—	—	100.0	—	100.0	—	—	100.0	—	—
55.7	**44.3**	**55.3**	**44.7**	**77.0**	**23.0**	**71.3**	**28.7**	**64.3**	**35.7**	**52.0**	**48.0**	**48.4**	**51.6**

C. Characteristics of Foreign Students by Country, Subregion, and World Region of Origin

Appendix C consists of three tables containing more detailed information than the tables in the main body of *Profiles*.

- **Table C.1** is the most complex of the three. It presents the number and percentage of all students for whom data were reported in the **Step 3** survey from each country or other place (e.g., Tanzania), continental subregion (e.g., Eastern Africa), and world region of origin (e.g., Africa), categorized by Field and Subfield of Study. It also shows students in each major field as a percentage of all foreign students from a given country or other place/subregion/region. The example in the diagram below will make this breakdown clear.

  In **Table C.1**, the **major fields of study** are presented in alphabetical order, followed by the categories "Other Fields of Study" and "Intensive English." The major fields are: Agriculture; Business and Management; Education; Engineering and Related Technologies; Fine and Applied Arts; Health Professions; Humanities; Mathematics and Computer Sciences; Physical and Life Sciences; and Social Sciences. The reader who wishes to locate all students from a given country in all fields of study must take individual data from each field-of-study listing.
- **Table C.2**, which begins on page 106, presents the number and percentage of students for whom data were reported in the **Step 3** survey from each country, continental subregion, and world region of origin.

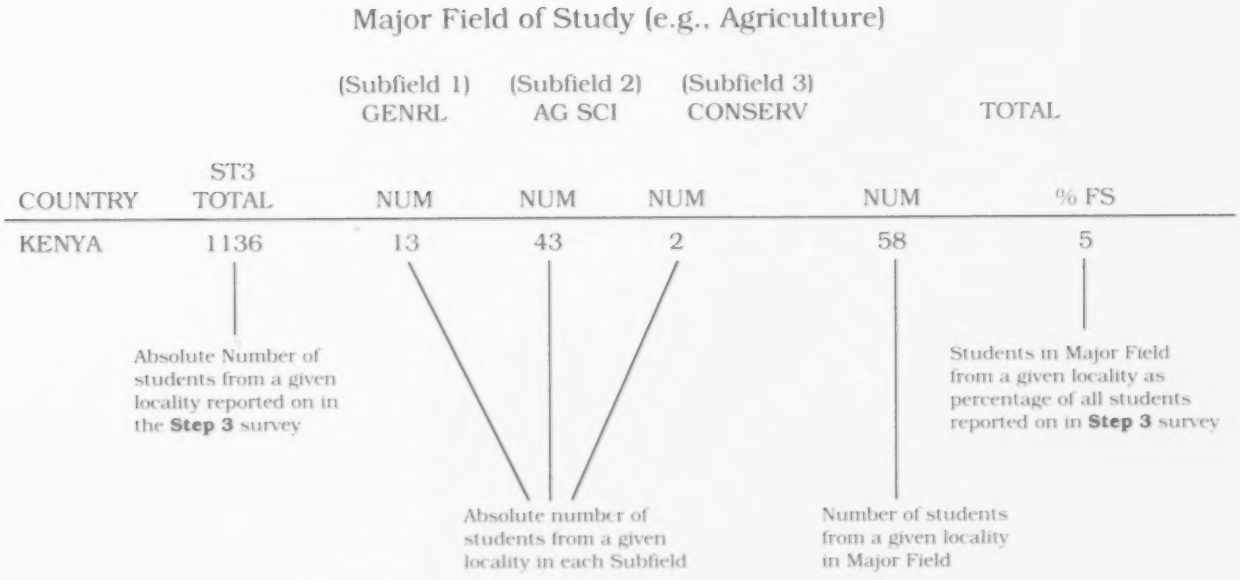


Table C.1 Field of Study by Country of Origin

C.1 *Field of Study of Foreign Students by Country of Origin*

	ST3 TOTAL	AGRICULTURE AGRIC	AG SCI	CONSERV	TOTAL NUM	TOTAL % FS	BUSINESS & MANAGEMENT BUS/MGT	MKT/DIST	OTHER	TOTAL NUM	TOTAL % FS	EDUCATION TOTAL NUM	EDUCATION TOTAL % FS
UNKNOWN AREA OF WORLD	4305	55	120	21	196	5	448	9	46	503	12	149	4
UNKNOWN AREA OF WORLD	4305	55	120	21	196	5	448	9	46	503	12	149	4
UNKNOWN AREA OF WORLD	4305	55	120	21	196	5	448	9	46	503	12	149	4
EASTERN AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0	0	0
DJIBOUTI	12	0	1	0	1	8	2	0	0	2	17	0	0
BURUNDI	43	3	6	1	10	24	6	1	0	7	17	0	0
COMOROS	13	0	0	0	0	0	2	0	0	2	15	0	0
ETHIOPIA	1285	7	17	12	36	3	250	5	2	257	21	29	2
KENYA	1354	25	52	3	80	6	548	14	6	568	28	53	4
MADAGASCAR	46	1	0	1	2	5	7	0	0	7	17	1	2
MALAWI	171	4	17	1	22	14	27	2	1	30	19	6	4
MAURITIUS	91	0	1	1	2	2	25	1	0	26	30	2	2
MOZAMBIQUE	25	0	3	0	3	13	5	0	0	5	21	1	4
ZIMBABWE	343	3	4	0	12	4	55	8	1	64	20	15	5
RWANDA	71	3	13	0	16	24	11	0	0	11	16	2	3
SEYCHELLES	17	0	0	0	0	0	4	1	0	5	29	1	6
SOMALIA	239	4	7	2	13	6	35	1	2	38	16	14	6
TANZANIA	366	5	6	0	11	3	63	1	1	65	19	13	4
UGANDA	321	3	18	1	22	7	66	4	0	70	22	12	4
ZAMBIA	254	15	14	3	32	13	56	1	0	57	23	14	6
EASTERN AFRICA	4653	73	164	25	262	6	952	39	13	1014	23	159	4
CENTRAL AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0	0	0
ANGOLA	21	0	0	0	0	0	2	0	0	2	10	0	0
CAMEROON	733	16	18	4	36	5	195	3	1	200	28	22	3
CENTRAL AFRICAN REPUBLIC	17	1	0	1	2	12	6	0	0	6	35	2	12
CHAD	13	0	1	0	1	8	1	0	0	1	8	0	0
CONGO	20	0	1	0	1	5	2	0	0	2	11	1	5
EQUATORIAL GUINEA	8	0	1	1	2	25	0	0	0	0	0	0	0
GABON	20	0	0	0	0	0	8	0	0	8	44	1	6
SAO TOME & PRINCIPE	7	0	1	0	1	14	3	0	0	3	43	2	29
ZAIRE	243	7	9	1	17	7	47	1	0	48	20	8	3
CENTRAL AFRICA	1084	24	31	7	62	6	265	4	1	270	25	36	3
NORTH AFRICA, UNSPECIFIED	3	0	0	0	0	0	0	0	0	0	0	0	0
ALGERIA	311	3	2	0	5	2	22	1	0	23	8	2	1
CANARY ISLANDS	2	0	0	0	0	0	0	0	0	0	0	0	0
EGYPT	1186	6	26	6	38	3	141	5	1	147	13	23	2
LIBYA	114	1	3	0	4	4	14	0	0	14	13	2	2
MOROCCO	687	7	37	12	56	8	103	5	0	108	16	6	1
WESTERN SAHARA	1	0	0	0	0	0	0	0	0	0	0	0	0
SUDAN	348	15	13	2	30	9	34	0	0	34	10	9	3
TUNISIA	482	3	10	1	14	3	52	1	0	53	12	7	2
NORTH AFRICA	3134	35	91	21	147	5	366	12	1	379	13	49	2
SOUTHERN AFRICA, UNSPECIFIE	5	0	0	0	0	0	1	0	0	1	20	0	0
BOTSWANA	180	4	22	1	27	15	36	1	0	37	21	13	7

	ST3 TOTAL	AGRICULTURE AGRIC	AG SCI	CONSERV	TOTAL NUM	TOTAL % FS	BUSINESS & MANAGEMENT BUS/MGT	MKT/DIST	OTHER	TOTAL NUM	TOTAL % FS	EDUCATION TOTAL NUM	EDUCATION % FS
LESOTHO	80	7	20	1	28	36	4	0	0	4	5	14	18
NAMIBIA	136	1	1	0	2	1	14	0	1	15	11	12	9
SOUTH AFRICA	1315	3	12	5	20	2	198	21	0	219	17	116	9
SWAZILAND	120	2	9	0	11	9	22	0	0	22	19	7	6
SOUTHERN AFRICA	1838	17	64	7	88	5	275	22	1	298	17	162	9
WEST AFRICA, UNSPECIFIED	12	0	0	0	0	0	4	0	0	4	33	0	0
CAPE VERDE	31	0	4	0	4	13	5	0	0	5	20	1	3
BENIN	20	1	0	0	1	5	2	2	0	4	21	0	0
GAMBIA	146	14	7	2	23	16	45	0	2	47	32	0	0
GHANA	706	6	11	2	19	3	108	1	1	110	16	26	4
GUINEA	43	2	4	0	6	15	4	0	0	4	10	1	3
GUINEA-BISSAU	10	0	1	0	1	10	0	0	0	0	0	1	10
IVORY COAST	234	4	16	2	22	10	49	0	0	49	21	10	4
LIBERIA	416	2	13	3	18	4	110	0	2	112	28	14	3
MALI	75	5	13	2	20	27	17	0	1	18	24	8	11
MAURITANIA	40	4	8	1	13	33	2	0	0	2	5	6	15
NIGER	43	1	6	0	7	17	6	0	0	6	14	5	12
NIGERIA	2752	31	44	10	85	3	511	19	7	537	20	267	10
SENEGAL	153	3	6	4	13	9	40	3	0	43	30	0	0
SIERRA LEONE	263	5	0	0	5	2	52	2	4	58	23	13	5
TOGO	58	1	5	0	6	11	9	0	0	9	16	2	4
BURKINA FASO	30	2	1	2	5	19	4	0	0	4	15	2	8
WEST AFRICA	5036	81	139	28	248	5	969	27	17	1013	21	356	7
AFRICA, UNSPECIFIED	15	0	1	0	1	7	5	0	0	5	33	0	0
AFRICA REGION UNSPECIFIED	15	0	1	0	1	7	5	0	0	5	33	0	0
AFRICA	15760	230	490	88	808	5	2842	104	33	2979	20	762	5
EAST ASIA, UNSPECIFIED	9	0	0	0	0	0	0	0	0	0	0	0	0
CHINA	22670	96	270	133	499	2	1690	44	23	1757	8	634	3
TAIWAN	19017	53	184	102	339	2	2816	87	37	2940	16	830	5
HONG KONG	6794	5	18	5	28	0	1998	98	20	2116	33	109	2
JAPAN	19577	34	41	25	100	1	3604	178	199	3981	21	675	4
KOREA,DEMOCRATIC PEOPLES RE	27	0	0	0	0	0	8	1	0	9	35	0	0
KOREA, REPUBLIC OF	13566	59	129	30	218	2	1807	84	7	1898	15	428	3
MACAO	111	0	0	0	0	0	38	0	0	38	36	2	2
MONGOLIA	1	0	0	0	0	0	0	0	0	0	0	0	0
EAST ASIA	81772	247	642	295	1184	2	11961	492	286	12739	16	2678	3
SOUTH CENTRAL ASIA,UNSPECIF	4	0	0	0	0	0	0	0	0	0	0	0	0
AFGHANISTAN	85	2	0	0	2	3	2	0	0	2	3	2	3
BANGLADESH	1629	4	10	2	16	1	233	11	4	248	16	18	1
BHUTAN	16	0	0	1	1	6	2	0	0	2	13	0	0
INDIA	13039	55	99	65	219	1	2572	112	14	2698	16	199	1
MALDIVES	3	0	0	0	0	0	0	0	0	0	0	0	0
NEPAL	448	12	11	10	33	8	58	1	0	59	14	12	3
PAKISTAN	4838	29	94	7	130	3	971	49	8	1028	22	47	1
SRI LANKA	1575	21	18	4	43	3	239	11	2	252	17	20	1

81

82

Table C.1 Field of Study by Country of Origin

	ST3 TOTAL	FIELD OF STUDY: AGRICULTURE AGRIC	AG SCI	CONSERV	TOTAL NUM	TOTAL % FS	BUSINESS & MANAGEMENT BUS/MGT	MKT/DIST	OTHER	TOTAL NUM	TOTAL % FS	EDUCATION TOTAL NUM	EDUCATION TOTAL % FS
SOUTH CENTRAL ASIA	20037	123	232	89	444	2	4077	134	23	4234	17	295	1
SOUTH-EAST ASIA, UNSPECIFIE	6	0	0	0	0	0	0	0	0	0	0	0	0
BRUNEI	14	0	0	0	0	0	1	0	0	1	7	0	0
MYANMAR, UNION OF	213	5	21	2	29	14	12	2	0	14	7	12	6
INDONESIA	6399	71	111	40	222	4	2007	71	29	2107	33	111	2
CAMBODIA	89	0	0	0	0	0	16	0	1	17	22	0	0
LAOS	347	0	4	0	4	1	29	0	0	29	9	7	2
MALAYSIA	4466	26	36	25	89	1	2335	125	21	2481	28	174	2
PHILIPPINES	2720	39	40	21	97	4	507	37	5	549	21	77	3
PORTUGUESE TIMOR	2	0	0	0	0	0	0	0	0	0	0	0	0
SINGAPORE	2563	2	5	3	10	0	762	63	6	831	31	54	2
THAILAND	4119	14	29	6	51	1	1321	64	9	1394	35	132	3
VIETNAM	824	0	0	1	1	0	60	0	11	71	10	14	2
SOUTH-EAST ASIA	26764	155	248	100	503	2	7050	362	82	7494	30	601	2
MIDDLE EAST, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0	0	0
BAHRAIN	209	1	4	0	5	2	44	2	1	47	23	3	1
CYPRUS	1079	2	6	2	10	1	268	30	1	299	29	24	2
IRAN	4756	15	48	2	65	1	290	17	4	311	7	95	2
IRAQ	397	5	13	3	21	5	31	0	0	31	8	10	3
ISRAEL	1737	4	2	1	7	0	233	15	3	251	15	58	3
JORDAN	3097	1	16	1	18	1	486	26	7	521	18	65	2
KUWAIT	1409	3	8	3	14	1	202	12	2	216	16	21	2
LEBANON	2771	7	10	5	22	1	430	14	2	446	16	38	1
OMAN	442	3	3	4	10	2	74	1	0	75	17	5	1
QATAR	328	0	0	0	0	0	50	2	0	52	16	5	2
SAUDI ARABIA	2713	10	20	7	37	1	341	19	1	361	14	119	5
SYRIA	955	3	7	1	11	1	84	2	0	86	10	7	1
TURKEY	2245	5	32	2	39	2	434	12	4	450	21	45	2
UNITED ARAB EMIRATES	943	2	2	0	4	0	136	3	1	142	16	11	1
YEMEN ARAB REPUBLIC	376	9	10	0	19	5	49	1	0	50	14	22	6
YEMEN, PEOPLE'S DEM. REP.	22	0	0	0	0	0	4	0	0	4	19	1	5
MIDDLE EAST	23680	70	180	32	282	1	3160	156	29	3342	15	529	2
ASIA	158853	595	1302	516	2413	2	20248	1194	422	27864	18	4106	3
ALBANIA	1	0	0	0	0	0	0	0	0	0	0	0	0
BULGARIA	46	0	0	0	0	0	4	0	0	4	9	1	2
CZECHOSLOVAKIA	46	0	0	0	0	0	9	0	0	9	20	2	4
GERMAN DEMOCRATIC REP.	29	1	1	0	2	7	1	0	0	1	4	0	0
HUNGARY	236	0	2	1	3	1	19	3	0	22	10	8	3
POLAND	623	1	2	3	6	1	51	4	3	58	10	8	1
ROMANIA	79	0	0	0	0	0	4	1	0	5	7	2	3
U. S. S. R.	291	1	1	0	2	1	9	0	4	13	5	2	1
YUGOSLAVIA	677	2	4	2	8	1	50	4	0	54	8	14	2
EASTERN EUROPE	2028	5	10	6	21	1	147	12	7	166	9	37	2
WESTERN EUROPE, UNSPECIFIED	8	0	0	0	0	0	2	0	0	2	25	0	0

	FIELD OF STUDY													
	ST3	AGRICULTURE					BUSINESS & MANAGEMENT						EDUCATION	
	TOTAL	AGRIC	AG SCI	CONSERV	TOTAL		BUS/MGT	MKT/DIST	OTHER	TOTAL			TOTAL	
		NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	NUM	% FS		NUM	% FS
ANDORRA	3	0	0	0	0	0	1	0	0	1	33		0	0
AUSTRIA	226	2	3	0	5	2	55	4	0	59	16		5	2
BELGIUM	507	3	6	3	12	2	130	8	1	139	24		5	1
DENMARK	487	3	2	2	7	1	95	6	0	101	21		8	2
FINLAND	472	3	1	3	7	2	117	11	0	128	29		21	5
FRANCE	3178	8	22	5	35	1	857	60	3	930	30		37	1
GERMANY, FED. REP. OF	4463	9	19	14	42	1	652	30	3	685	16		98	2
GIBRALTAR	2	0	0	0	0	0	0	0	0	0	0		0	0
GREECE	2703	17	17	6	40	2	380	21	2	403	15		73	3
ICELAND	462	0	4	1	5	1	93	14	0	107	23		19	4
IRELAND	634	2	4	1	7	1	144	31	2	177	28		46	6
ITALY	1300	6	6	1	13	1	197	7	1	205	16		9	1
LIECHTENSTEIN	3	0	0	0	0	0	0	0	0	0	0		0	0
LUXEMBOURG	19	0	0	0	0	0	2	1	0	3	16		1	5
MALTA	30	0	0	0	0	0	5	1	0	6	21		1	4
MONACO	6	0	0	0	0	0	2	0	0	2	33		0	0
NETHERLANDS	1272	7	26	4	37	3	308	29	1	338	27		19	1
NORWAY	1458	5	3	1	9	1	473	49	4	526	36		16	1
PORTUGAL	454	4	8	4	16	4	66	5	0	71	16		14	3
SAN MARINO	2	0	0	0	0	0	0	0	0	0	0		1	50
SPAIN	2300	12	29	9	49	2	476	33	4	513	23		35	2
SWEDEN	1129	1	3	4	8	1	278	25	3	306	28		28	3
SWITZERLAND	726	0	3	2	5	1	121	8	0	129	19		11	2
UNITED KINGDOM	4452	9	6	11	26	1	735	45	9	789	19		174	4
WESTERN EUROPE	25723	91	164	70	325	1	5199	388	33	5620	22		623	2
EUROPE, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0		0	0
EUROPE REGION UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0		0	0
EUROPE	29752	96	174	76	346	1	5346	400	40	5786	21		660	2
CARIBBEAN, UNSPECIFIED	145	1	2	1	4	3	29	3	0	32	22		5	4
ARUBA	36	0	0	0	0	0	11	0	0	11	31		2	6
BAHAMAS	1149	3	4	2	7	1	301	21	17	339	30		62	5
BARBADOS	251	0	1	1	2	1	51	3	5	59	24		17	7
CAYMAN ISLANDS	58	0	0	0	0	0	25	2	1	28	49		3	5
CUBA	328	0	0	0	0	0	9	0	18	27	8		2	0
DOMINICAN REPUBLIC	585	5	15	6	26	5	114	11	2	127	22		35	6
GUADELOUPE	6	0	0	0	0	0	0	0	0	0	0		0	0
HAITI	1035	9	5	6	20	2	117	13	42	172	17		11	1
JAMAICA	1515	6	11	2	19	1	361	23	16	400	27		60	4
ANTIGUA	123	0	1	1	2	2	45	0	2	47	39		4	3
BRITISH VIRGIN ISLANDS	48	3	1	0	4	8	10	0	1	11	23		3	6
MONTSERRAT	11	0	0	0	0	0	1	0	0	1	9		0	0
ST. KITTS-NEVIS	35	0	0	0	0	0	10	0	0	10	29		0	0
ANGUILLA	9	0	0	0	0	0	1	0	0	1	11		1	11

Table C.1 Field of Study by Country of Origin

	FIELD OF STUDY													
	STS	AGRICULTURE					BUSINESS & MANAGEMENT					EDUCATION		
	TOTAL	AGRIC	AG SCI	CONSERV	TOTAL		BUS/MGT	MKT/DIST	OTHER	TOTAL		TOTAL		
		NUM	NUM	NUM	NUM	PC	NUM	NUM	NUM	NUM	PC	NUM	PC	
MARTINIQUE	9	0	0	0	0	0	2	0	0	2	22	0	0	
NETHERLANDS ANTILLES	412	0	1	2	3	1	127	7	1	137	34	10	2	
TRINIDAD & TOBAGO	1342	2	7	3	12	1	241	26	4	276	21	43	4	
TURKS & CAICOS ISLANDS	14	0	0	0	0	0	7	0	0	9	64	0	0	
WINDWARD ISLANDS	17	0	0	0	0	0	1	0	2	3	19	0	0	
DOMINICA	65	0	1	0	4	6	10	2	0	12	18	10	15	
GRENADA	118	4	3	1	8	7	27	6	0	33	28	3	3	
ST. LUCIA	55	1	1	1	3	5	13	1	0	14	26	4	7	
ST. VINCENT	46	0	1	0	1	2	6	1	0	7	15	1	2	
CARIBBEAN	7912	34	55	28	117	2	1523	121	116	1760	23	282	4	
CENTRAL AMERICA, UNSPECIFIE	8	0	0	0	0	0	0	0	0	0	0	3	38	
BELIZE	257	2	11	0	13	5	49	2	2	53	23	8	3	
COSTA RICA	752	24	20	18	62	8	94	11	6	111	15	39	5	
EL SALVADOR	926	9	20	2	31	4	130	11	3	144	17	45	5	
GUATEMALA	709	14	51	1	66	10	95	12	2	109	17	34	5	
HONDURAS	1013	39	38	11	108	11	197	16	7	220	22	44	4	
MEXICO	3956	34	111	22	167	5	610	25	7	642	16	116	3	
NICARAGUA	1980	2	5	0	7	0	55	2	23	80	4	12	1	
PANAMA	1473	12	25	1	38	3	342	48	2	392	26	44	3	
CENTRAL AMERICA	11076	136	301	55	492	5	1572	127	52	1751	17	334	3	
SOUTH AMERICA, UNSPECIFIED	3	0	0	0	0	0	0	0	0	0	0	0	0	
ARGENTINA	1178	11	41	8	60	5	144	7	0	151	13	36	3	
BOLIVIA	733	11	12	0	23	3	147	13	2	162	23	41	6	
BRAZIL	2341	13	74	4	91	4	295	19	5	319	14	53	2	
CHILE	687	3	8	5	16	2	69	7	1	77	11	24	4	
COLOMBIA	2136	21	37	5	63	3	288	26	3	317	15	62	3	
ECUADOR	758	8	24	5	37	5	149	11	4	164	23	19	3	
FALKLAND ISLANDS	8	0	0	0	0	0	2	0	0	2	25	0	0	
FRENCH GUIANA	4	0	0	0	0	0	1	0	0	1	25	0	0	
GUYANA	295	1	10	1	12	4	51	1	1	53	18	9	3	
PARAGUAY	166	5	6	1	12	7	29	3	0	32	20	2	1	
PERU	1767	14	18	1	33	2	365	30	1	396	23	45	3	
SURINAME	116	0	0	0	0	0	34	2	2	38	33	2	2	
URUGUAY	154	2	7	1	10	7	21	2	0	23	15	6	4	
VENEZUELA	1797	14	31	3	48	3	305	29	3	337	19	56	3	
SOUTH AMERICA	12150	103	268	39	410	3	1900	150	22	2072	18	394	3	
LATIN AMERICA	31138	273	624	122	1019	3	4995	398	190	5583	19	1000	3	
BERMUDA	513	0	2	2	4	1	123	17	25	165	32	42	8	
CANADA	11042	49	65	46	160	1	1341	128	29	1498	14	947	9	
ST. PIERRE + MIQUELON	2	0	0	0	0	0	0	0	0	0	0	0	0	
NORTH AMERICAN REGION	11557	49	67	48	164	1	1464	145	54	1663	15	989	9	
NORTH AMERICA	11557	49	67	48	164	1	1464	145	54	1663	15	989	9	
AUSTRALIA	1141	7	15	2	24	2	155	6	2	163	15	98	9	
NEW ZEALAND	387	5	10	4	19	5	66	3	1	70	18	26	7	
AUSTRALIA + NEW ZEALAND	1528	12	25	6	43	3	221	9	3	233	16	124	8	

		FIELD OF STUDY											
		AGRICULTURE					BUSINESS & MANAGEMENT					EDUCATION	
	ST3 TOTAL	AGRIC	AG SCI	CONSERV	TOTAL		BUS/MGT	MKT/DIST	OTHER	TOTAL		TOTAL	
		NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	NUM	% FS	NUM	% FS
SOLOMON ISLANDS	1	0	0	0	0	0	0	0	0	0	0	0	0
COOK ISLANDS	2	0	1	0	1	50	0	0	0	0	0	0	0
FIJI	119	0	2	0	2	2	23	0	0	23	20	10	9
FRENCH POLYNESIA	46	0	0	0	0	0	6	1	0	7	15	2	4
KIRIBATI	24	0	0	0	0	0	4	0	0	4	17	1	4
MARSHALL ISLANDS	8	0	0	0	0	0	2	0	0	2	25	0	0
NEW CALEDONIA	3	0	0	0	0	0	0	0	0	0	0	0	0
PAPUA-NEW GUINEA	16	2	0	0	2	13	0	0	0	0	0	1	6
NIUE	1	0	0	0	0	0	1	0	0	1	100	0	0
PACIFIC ISLANDS, TRUST TER.	274	0	1	0	1	0	52	1	5	58	21	6	2
PALAU	173	0	0	0	0	0	32	17	3	52	29	21	12
TONGA	110	0	1	0	1	1	29	0	1	30	27	6	5
TUVALU	1	0	0	0	0	0	0	0	0	0	0	0	0
WESTERN SAMOA	110	0	0	0	0	0	21	0	1	22	20	13	12
PACIFIC OCEAN ISLAND AREA	893	2	5	0	7	1	170	19	10	199	22	60	7
OCEANIA	2421	14	30	6	50	2	391	28	13	432	18	154	6
STATELESS	212	0	0	1	1	0	17	1	2	20	10	9	4
STATELESS REGION	212	0	0	1	1	0	17	1	2	20	10	9	4
STATELESS OR UNKNOWN	212	0	0	1	1	0	17	1	2	20	10	9	4
******** FINAL TOTALS ****	252998	1312	2807	378	4997	2	41751	2279	800	44830	19	7859	3

Table C.1 Field of Study by Country of Origin

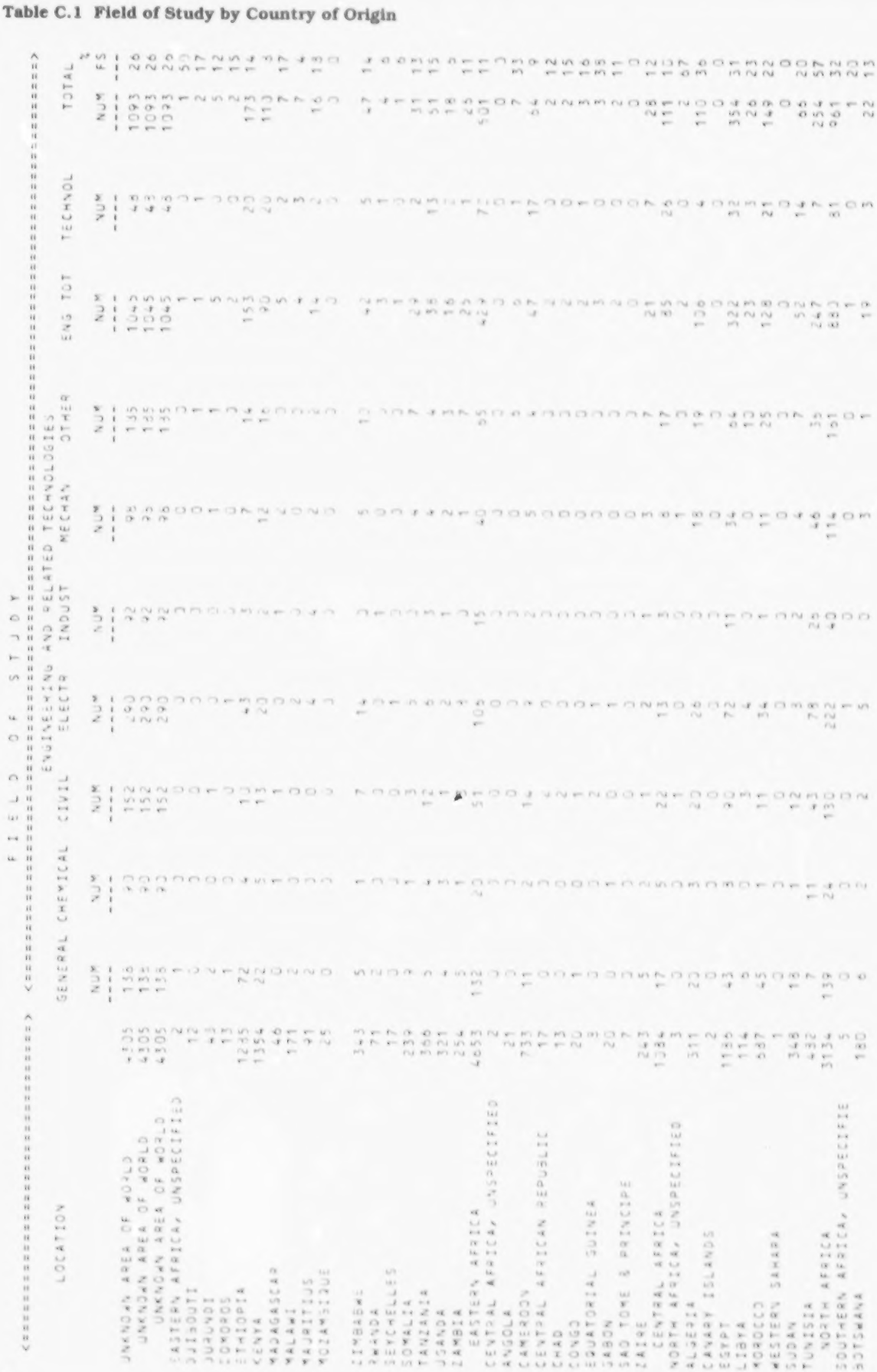


Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY										
		GENERAL	CHEMICAL	ENGINEERING AND RELATED TECHNOLOGIES							TOTAL	
				CIVIL	ELECTR	INDUST	MECHAN	OTHER	ENG TOT	TECHNOL		
		NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% FS
LESOTHO	80	2	0	0	0	0	0	2	4	0	4	5
NAMIBIA	136	0	1	2	0	0	0	0	3	4	7	5
SOUTH AFRICA	1315	21	12	16	19	2	13	19	102	18	120	9
SWAZILAND	120	0	1	5	4	0	2	0	12	4	16	14
SOUTHERN AFRICA	1336	29	16	25	29	2	18	22	141	29	170	10
WEST AFRICA, UNSPECIFIED	12	0	0	0	0	0	0	0	0	0	0	0
CAPE VERDE	31	0	0	1	1	0	0	1	3	1	4	13
BENIN	20	0	0	0	0	0	0	0	0	0	0	0
GAMBIA	148	1	0	0	2	0	0	3	6	1	7	5
GHANA	706	13	2	10	15	1	6	16	63	13	76	11
GUINEA	43	0	0	0	1	0	0	4	5	0	5	13
GUINEA-BISSAU	10	0	0	0	0	0	0	1	1	2	3	30
IVORY COAST	234	10	3	6	6	1	5	10	41	2	43	19
LIBERIA	419	4	4	4	3	0	5	4	24	9	33	8
MALI	75	0	0	1	2	0	0	0	3	1	4	5
MAURITANIA	40	1	0	0	0	0	0	1	2	5	7	18
NIGER	43	2	1	1	0	0	0	0	4	0	4	10
NIGERIA	2752	49	20	48	45	6	17	36	221	102	323	12
SENEGAL	153	2	0	2	7	0	4	4	19	0	19	13
SIERRA LEONE	263	5	0	2	0	2	1	0	13	6	19	8
TOGO	56	0	1	0	0	0	0	2	3	1	4	7
BURKINA FASO	30	0	0	0	0	0	0	1	1	0	1	4
WEST AFRICA	5036	90	31	75	82	10	36	83	409	143	552	11
AFRICA, UNSPECIFIED	15	0	0	0	0	0	0	0	0	0	0	0
AFRICA REGION UNSPECIFIED	15	0	0	0	0	0	0	0	0	0	0	0
AFRICA	15760	407	96	353	452	70	218	348	1944	351	2295	15
EAST ASIA, UNSPECIFIED	9	0	0	0	0	0	0	0	0	0	0	0
CHINA	22670	545	208	334	1213	88	769	986	4143	223	4366	20
TAIWAN	19017	508	247	432	1163	309	851	858	4417	214	4631	26
HONG KONG	6794	188	30	31	499	40	119	149	1046	48	1094	17
JAPAN	19577	421	16	49	105	17	70	132	612	137	749	5
KOREA,DEMOCRATIC PEOPLES RE	27	0	0	1	0	0	0	0	1	1	2	8
KOREA, REPUBLIC OF	13566	219	205	214	534	135	419	571	2297	97	2394	19
MACAO	111	4	1	1	7	0	3	1	17	0	17	16
MONGOLIA	1	0	0	0	0	0	0	0	0	0	0	0
EAST ASIA	81772	1885	709	1112	3511	588	2231	2697	12733	720	13453	17
SOUTH CENTRAL ASIA,UNSPECIF	4	0	0	0	0	0	1	0	1	0	1	100
AFGHANISTAN	85	1	0	0	1	0	0	1	3	6	9	11
BANGLADESH	1629	107	13	65	208	14	40	49	516	32	548	35
BHUTAN	16	1	0	0	3	0	1	0	5	0	5	31
INDIA	19039	619	623	566	1650	446	984	1072	5963	169	6132	35
MALDIVES	3	0	0	0	0	0	0	0	0	1	1	33
NEPAL	448	15	0	21	20	4	3	11	74	9	83	20
PAKISTAN	4938	316	46	174	622	73	141	242	1614	81	1695	37
SRI LANKA	1575	59	7	55	92	2	28	42	285	28	313	21

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY										
		ENGINEERING AND RELATED TECHNOLOGIES										
		GENERAL	CHEMICAL	CIVIL	ELECTR	INDUST	MECHAN	OTHER	ENG TOT	TECHNOL	TOTAL	
		NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% FS
SOUTH CENTRAL ASIA	26637	1116	694	901	2546	537	1193	1417	8401	326	8787	34
SOUTH-EAST ASIA, UNSPECIFIE	8	3	0	0	0	0	0	0	3	0	3	38
BRUNEI	14	0	0	0	0	0	0	0	0	1	1	5
MYANMAR, UNION OF	213	6	0	3	5	2	4	4	29	2	31	15
INDONESIA	6099	141	79	120	333	131	111	161	1076	94	1170	20
CAMBODIA	89	2	0	1	3	0	2	0	8	2	10	13
LAOS	347	0	0	1	0	0	1	2	4	22	26	8
MALAYSIA	9466	375	122	374	778	134	431	252	2486	112	2598	30
PHILIPPINES	2720	27	11	31	54	16	15	46	199	35	234	9
PORTUGUESE TIMOR	2	0	0	1	1	0	0	0	2	0	2	100
SINGAPORE	2663	72	5	16	255	17	54	83	532	28	560	21
THAILAND	4119	112	40	61	121	44	49	66	513	46	559	14
VIETNAM	824	23	4	3	65	0	12	32	139	30	169	23
SOUTH-EAST ASIA	26764	761	261	616	1615	543	789	666	4991	372	5363	21
MIDDLE EAST, UNSPECIFIED	1	0	0	0	1	0	0	0	1	0	1	100
BAHRAIN	209	3	0	6	13	1	9	9	41	19	67	33
CYPRUS	1079	24	14	27	86	6	36	36	229	20	249	24
IRAN	4756	235	68	121	436	42	141	183	1226	102	1328	29
IRAQ	397	31	5	20	33	3	10	19	121	13	134	35
ISRAEL	1737	61	7	17	99	15	39	47	285	29	314	19
JORDAN	3097	296	16	116	293	26	110	149	1006	82	1090	38
KUWAIT	1409	117	10	30	100	21	51	124	453	39	492	36
LEBANON	2971	265	27	152	293	29	116	145	1029	101	1130	40
OMAN	442	10	1	18	42	3	14	33	121	15	136	32
QATAR	326	19	2	9	44	7	12	20	113	24	137	43
SAUDI ARABIA	2713	101	32	71	125	32	87	121	569	102	671	26
SYRIA	955	55	1	79	116	16	36	65	367	26	393	44
TURKEY	2245	77	28	47	144	39	87	158	580	20	600	28
UNITED ARAB EMIRATES	943	55	5	7	134	10	23	35	269	73	342	39
YEMEN ARAB REPUBLIC	376	29	1	14	16	0	13	25	103	10	113	31
YEMEN, PEOPLE'S DEM. REP.	22	1	0	0	2	0	1	1	5	2	7	33
MIDDLE EAST	23680	1394	217	743	1976	250	787	1170	6527	577	7204	32
ASIA	158853	5148	1681	3372	9698	1718	4945	5950	32712	2095	34807	23
ALBANIA	1	0	0	0	0	0	0	0	0	0	0	0
BULGARIA	46	1	0	0	2	0	0	1	4	0	4	9
CZECHOSLOVAKIA	46	0	0	0	2	0	1	0	3	0	3	7
GERMAN DEMOCRATIC REP.	29	0	0	0	0	0	0	0	0	1	1	4
HUNGARY	236	1	0	3	1	0	0	1	6	1	7	3
POLAND	623	6	3	2	15	1	7	17	53	3	56	9
ROMANIA	79	2	1	0	0	0	0	5	8	0	8	11
U. S. S. R.	291	2	0	1	2	0	1	1	7	21	28	11
YUGOSLAVIA	677	17	5	21	55	2	13	26	141	6	147	22
EASTERN EUROPE	2025	31	9	27	77	3	24	51	222	32	254	13
WESTERN EUROPE, UNSPECIFIED	8	0	0	0	0	0	0	0	0	0	0	0

Table C.1 Field of Study by Country of Origin

| LOCATION | | FIELD OF STUDY | | |

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY										
					ENGINEERING AND RELATED TECHNOLOGIES							
		GENERAL	CHEMICAL	CIVIL	ELECTR	INDUST	MECHAN	OTHER	ENG TOT	TECHNOL	TOTAL	
		N.*	N.*	N.*	N.*	N.*	N.*	N.*	N.*	N.*	N.*	%
MARTINIQUE	9											
NETHERLANDS ANTILLES	418	7					4	22	47		54	13
TRINIDAD & TOBAGO	1242	14		10	40		18	80	134	88	174	14
TURKS & CAICOS ISLANDS	14											
WINDWARD ISLANDS	17											
DOMINICA	61											
GRENADA	116											
ST. LUCIA	80											
ST. VINCENT	46											
CARIBBEAN	7416	96	22	34	169	36	58	414	581	314	910	12
CENTRAL AMERICA, UNSPECIFIED	6											
BELIZE	257								14	15	29	11
COSTA RICA	752	10		13	18			17	73	20	93	14
EL SALVADOR	826	21		7	23	25	17	7	104	68	172	21
GUATEMALA	709	20			11			11	61	27	90	13
HONDURAS	1012	21	10	13	27	36		16	126	80	141	21
MEXICO	3458	83	39	25	77	61	56	74	424	51	475	13
NICARAGUA	1980	7						7	41	197	238	12
PANAMA	1473	31	7	25	51	37	24	50	223	82	305	21
CENTRAL AMERICA	11076	178	58	126	244	175	129	193	1080	517	1597	15
SOUTH AMERICA, UNSPECIFIED	3											
ARGENTINA	1178	13	17	12	19		11	24	106		114	10
BOLIVIA	732	19		23	35	10	10	21	133	18	151	21
BRAZIL	2341	44		27	50		19	90	261	62	326	13
CHILE	637	14	10	10				13	67		79	11
COLOMBIA	2138	61	11	42	49	39	22	51	275	40	326	16
ECUADOR	758	16		6	17	7	12	19	80	17	97	13
FALKLAND ISLANDS	8											
FRENCH GUIANA	4											
GUYANA	298	2	1	3	3	2	5	5	25	6	31	11
PARAGUAY	168	2	1	5	6	4	0	2	18	1	19	12
PERU	1767	38	7	27	25	34	31	41	203	26	229	13
SURINAME	116	1	2	1	1	2	2	5	12	3	15	13
URUGUAY	154	5	2	2	6	1	2	4	22	1	23	15
VENEZUELA	1797	57	15	24	48	17	36	41	255	38	293	17
SOUTH AMERICA	12150	284	84	198	283	137	155	322	1463	218	1681	14
LATIN AMERICA	31138	556	175	404	692	349	343	575	3094	1094	4188	14
BERMUDA	513	2	0	1	8	0	3	3	17	18	35	7
CANADA	11242	229	31	35	98	17	75	193	678	130	808	7
ST. PIERRE + MIQUELON	2	0	0	0	0	0	0	0	0	0	0	0
NORTH AMERICAN REGION	11557	231	31	36	106	17	78	196	695	148	843	7
NORTH AMERICA	11557	231	31	36	106	17	78	196	695	148	843	7
AUSTRALIA	1141	4	4	5	10	1	5	18	47	11	58	5
NEW ZEALAND	387	2	3	0	1	0	2	1	9	4	13	3
AUSTRALIA + NEW ZEALAND	1528	6	7	5	11	1	7	19	56	15	71	5

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY										
		ENGINEERING AND RELATED TECHNOLOGIES										
		GENERAL	CHEMICAL	CIVIL	ELECTR	INDUST	MECHAN	OTHER	ENG TOT	TECHNOL	TOTAL	
		%	%	%	%	%	%	%	%	%	%	#
SOLOMON ISLANDS	1											
COOK ISLANDS	2											
FIJI	119											
FRENCH POLYNESIA	45											
KIRIBATI	24											
MARSHALL ISLANDS	2											
NEW CALEDONIA	3											
PAPUA-NEW GUINEA	10											
NIUE	1											
PACIFIC ISLANDS, TRUST TERR	274											
PALAU	178											
TONGA	101											
TUVALU	1											
WESTERN SAMOA	111											
PACIFIC OCEAN ISLAND AREA	882											
OCEANIA	2421											
STATELESS	272											
STATELESS REGION	272											
STATELESS OR UNKNOWN	272											
******** FINAL TOTALS ****	2,2999	6923	2016	4576	12220	2342	6107	7922	42036	4107	46035	19

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY												
		FINE & APPLIED ARTS				HEALTH PROFESSIONS								
		ARTS	ARCHIT	TOTAL	%	MEDICINE	DENTIST	NURSING	OTHER	SUB TOT	ALLIED	TOTAL	%
		NUM	NUM	NUM	PS	NUM	NUM	NUM	NUM	NUM	NUM	NUM	PS
UNKNOWN AREA OF WORLD	4305	71	27	98	2	4	5	25	136	170	10	180	4
UNKNOWN AREA OF WORLD	4305	71	27	98	2	4	5	25	136	170	10	180	4
UNKNOWN AREA OF WORLD	4305	71	27	98	2	4	5	25	136	170	10	180	4
EASTERN AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0	0	0
DJIBOUTI	12	0	0	0	0	0	0	0	1	1	0	1	8
BURUNDI	43	1	0	1	2	1	0	0	0	1	0	1	2
COMOROS	13	0	0	0	0	1	0	1	0	2	0	2	15
ETHIOPIA	1289	13	13	26	2	21	1	28	49	99	18	117	9
KENYA	1354	17	12	29	2	8	8	16	38	67	17	84	6
MADAGASCAR	46	1	0	1	2	1	0	2	0	3	0	3	7
MALAWI	171	3	3	6	4	2	0	11	1	15	3	18	11
MAURITIUS	91	0	2	2	2	2	0	0	1	3	2	5	6
MOZAMBIQUE	25	0	0	0	0	0	0	0	0	0	0	0	0
ZIMBABWE	343	10	3	13	4	4	4	4	9	21	6	27	8
RWANDA	71	0	0	0	0	0	0	3	3	6	0	6	9
SEYCHELLES	17	0	0	0	0	0	0	0	0	0	0	0	0
SOMALIA	239	1	2	3	1	0	0	2	1	3	0	6	3
TANZANIA	366	5	4	9	3	8	2	9	7	27	0	27	8
UGANDA	321	4	3	7	2	1	0	6	14	19	5	24	8
ZAMBIA	254	2	4	6	2	3	2	1	4	10	0	10	4
EASTERN AFRICA	4653	57	46	103	2	53	19	81	126	277	54	331	7
CENTRAL AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0	0	0
ANGOLA	21	0	0	0	0	0	0	0	0	0	0	0	0
CAMEROON	733	6	4	10	1	6	2	21	58	87	9	96	13
CENTRAL AFRICAN REPUBLIC	17	0	0	0	0	0	0	1	0	1	0	1	6
CHAD	13	1	0	1	8	0	0	1	0	1	0	1	8
CONGO	20	0	0	0	0	0	0	0	2	2	0	2	11
EQUATORIAL GUINEA	8	0	0	0	0	0	0	0	0	0	0	0	0
GABON	20	0	0	0	0	0	0	0	0	0	0	0	0
SAO TOME & PRINCIPE	7	0	0	0	0	0	0	0	0	0	0	0	0
ZAIRE	243	2	1	3	1	1	1	7	6	15	1	16	7
CENTRAL AFRICA	1084	9	5	14	1	7	3	30	66	106	10	116	11
NORTH AFRICA, UNSPECIFIED	3	0	0	0	0	0	0	0	0	0	0	0	0
ALGERIA	311	0	11	11	4	0	0	0	2	2	0	2	1
CANARY ISLANDS	2	0	0	0	0	1	0	0	0	1	0	1	50
EGYPT	1186	14	42	56	5	10	8	10	33	61	6	67	6
LIBYA	114	2	1	3	3	3	1	0	2	6	1	7	6
MOROCCO	687	5	8	13	2	1	1	8	5	15	11	26	4
WESTERN SAHARA	1	0	0	0	0	0	0	0	0	0	0	0	0
SUDAN	348	1	6	7	2	3	0	1	12	16	1	17	5
TUNISIA	482	1	3	4	1	0	0	1	3	4	0	4	1
NORTH AFRICA	3134	23	71	94	3	18	10	20	57	105	19	124	4
SOUTHERN AFRICA, UNSPECIFIE	5	0	0	0	0	0	0	1	0	1	0	1	20
BOTSWANA	180	7	6	13	7	1	0	3	7	11	4	15	9

LOCATION		FINE & APPLIED ARTS: ARTS	FINE & APPLIED ARTS: ARCHIT	FINE & APPLIED ARTS: TOTAL	%	HEALTH PROFESSIONS: MEDICINE	DENTIST	NURSING	OTHER	SUB TOT	ALLIED	TOTAL	%
		%	%	%	FI	%	%	%	%	%	%	%	FI
LESOTHO	0	1		1	1				2	2		2	
NAMIBIA	1170	1		1	1								
SOUTH AFRICA	1205	39	5	47	4	18	3	11	41	73	12	85	7
SWAZILAND	1220	1		1	1				1	1		1	
SOUTHERN AFRICA	1835	41	5	47	3	22	3	11	44	76	12	88	5
WEST AFRICA, UNSPECIFIED	12												
CAPE VERDE	21		2	2	9								
BENIN	20	1		1	5								
GAMBIA	1468	2	1	3	2	1			5	7	1	8	1
GHANA	730	17	4	21	3	11		14	63	88	10	98	7
GUINEA	43	1		1	2								
GUINEA-BISSAU	10	1		1	10								
IVORY COAST	634	1		1	2	1			5	7	1	8	1
LIBERIA	470	3		3	6			12	15	27	4	31	7
MALI	75	1		1	1				1	1		1	
MAURITANIA	40	1		1	3								
NIGER	40	1		1	3								
NIGERIA	2752	55	42	97	4	25	2	91	117	240	25	265	10
SENEGAL	154	3	1	4	3				2	2		2	
SIERRA LEONE	453	3	3	6	1	1		1	5	7	1	8	2
TOGO	58	1		1	2			1	2	3		3	
UPPERVOLTA PASS	33	1		1	3								
WEST AFRICA	3036	90	53	143	5	37	2	106	141	286	40	326	11
AFRICA, UNSPECIFIED	19	1		1	5								
AFRICA REGION UNSPECIFIED	15												
AFRICA	15760	193	106	299	2	103	10	241	405	759	103	862	5
EAST ASIA, UNSPECIFIED	5	1		1	20								
CHINA	26670	518	138	656	2	209	14	168	331	722	56	778	3
TAIWAN	19017	611	252	863	5	89	11	154	197	485	57	542	3
HONG KONG	6734	200	82	282	4	21	14	61	109	193	36	229	3
JAPAN	18277	1291	240	1531	8	44	18	30	88	200	44	244	1
KOREA, DEMOCRATIC PEOPLES RE	27		1	1	4								
KOREA, REPUBLIC OF	13566	726	236	962	7	40	10	30	128	226	23	251	2
MACAO	111	5	1	6	5	1			1	2	2	4	4
MONGOLIA	1												
EAST ASIA	84776	3396	959	4355	5	413	121	423	854	1811	231	2042	2
SOUTH CENTRAL ASIA, UNSPECIF	4												
AFGHANISTAN	81		2	2	2	1	1		3	5		5	6
BANGLADESH	1629	8	19	27	2	4	1	4	10	19	11	30	2
BHUTAN	16	1		1	6								
INDIA	18139	186	142	328	2	103	19	61	257	440	76	516	3
MALDIVES	3												
NEPAL	448	3	2	5	1	2	1	7	3	13	8	21	5
PAKISTAN	4838	45	40	85	2	27	5	19	62	113	11	124	3
SRI LANKA	1575	13	8	21	1	13	2	3	8	26	5	31	2

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY												
		FINE & APPLIED ARTS				HEALTH PROFESSION:								
		ARTS	ARCHIT	TOTAL	%	MEDICINE	DENTIST	NURSING	OTHER	SUB TOT	ALLIED	TOTAL	%
		NUM	NUM	NUM	PC	NUM	NUM	NUM	NUM	NUM	NUM	NUM	PC
SOUTH CENTRAL ASIA	25037	253	274	526	2	104	29	97	329	617	106	723	3
SOUTH-EAST ASIA, UNSPECIFIE	5	5	4	9	60	0	0	0	0	0	0	0	0
BRUNEI	14	1	0	1	7	0	0	0	0	0	0	0	0
BURMA, UNION OF	213	4	6	10	5	0	0	3	4	7	1	11	5
INDONESIA	6099	124	121	245	4	3	0	41	41	85	19	104	2
CAMBODIA	39	2	0	2	5	1	0	0	2	3	1	4	10
LAOS	347	1	3	4	1	0	0	3	0	3	1	4	1
MALAYSIA	1455	19	44	63	4	23	4	43	60	130	17	179	12
PHILIPPINES	8720	62	14	114	1	29	12	134	49	224	40	221	3
PORTUGUESE TIMOR	2	0	0	0	0	0	0	0	0	0	0	0	0
SINGAPORE	2503	131	32	163	6	14	5	11	14	44	8	56	2
THAILAND	4119	104	77	181	4	11	17	24	40	102	6	119	3
VIETNAM	524	1	2	14	2	3	0	1	6	10	0	10	2
SOUTH-EAST ASIA	29704	603	714	1376	5	84	40	476	251	907	94	781	3
MIDDLE EAST, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0	0	0
BAHRAIN	204	1	1	4	1	2	0	2	0	4	0	4	1
CYPRUS	1074	10	29	79	7	2	1	2	16	21	2	23	2
IRAN	4750	34	46	130	2	44	111	35	16	206	91	327	11
IRAQ	397	12	7	19	5	6	2	5	11	25	5	37	9
ISRAEL	1737	111	27	138	8	12	1	9	21	43	11	58	3
JORDAN	2047	25	41	66	3	6	1	4	31	42	27	74	4
KUWAIT	1409	4	17	25	2	3	1	2	20	26	3	32	2
LEBANON	2471	49	33	107	4	24	15	12	51	102	11	122	5
OMAN	442	4	9	13	3	0	0	1	1	2	0	2	1
QATAR	366	1	7	8	2	1	2	4	6	13	2	15	4
SAUDI ARABIA	2713	21	46	67	2	5	15	3	28	51	11	64	2
SYRIA	955	12	23	35	4	11	0	2	12	25	11	50	5
TURKEY	2245	42	24	66	3	7	1	1	15	24	7	33	1
UNITED ARAB EMIRATES	443	12	4	16	4	1	1	3	5	7	4	12	3
YEMEN ARAB REPUBLIC	376	3	3	6	2	4	0	0	2	6	1	7	2
YEMEN, PEOPLE'S DEM. REP.	22	0	0	0	0	0	0	0	0	0	0	0	0
MIDDLE EAST	23080	411	342	753	3	126	150	82	414	802	212	1,172	5
ASIA	196611	4720	2284	7014	4	858	364	879	1054	3955	844	4894	3
ALBANIA	1	0	0	0	0	0	0	0	0	0	0	0	0
BULGARIA	40	5	1	6	14	0	0	0	0	0	0	0	0
CZECHOSLOVAKIA	46	1	0	5	11	0	0	0	0	0	0	0	0
GERMAN DEMOCRATIC REP.	29	1	1	2	7	0	0	0	0	0	1	1	3
HUNGARY	236	18	4	22	9	1	0	1	2	4	2	6	3
POLAND	623	51	10	61	10	3	0	1	17	21	5	24	4
ROMANIA	79	0	0	0	0	2	0	1	0	3	1	4	5
U. S. S. R.	291	3	2	5	2	0	0	1	3	4	1	5	2
YUGOSLAVIA	677	60	11	71	11	9	1	2	11	17	4	21	3
EASTERN EUROPE	2028	149	27	176	9	16	1	12	19	45	14	59	3
WESTERN EUROPE, UNSPECIFIED	8	1	0	1	13	0	0	1	0	1	0	1	13

LOCATION		FIELD OF STUDY											
		FINE & APPLIED ARTS				HEALTH PROFESSIONS							
		ARTS	ARCHIT	TOTAL		MEDICINE	DENTIST	NURSING	OTHER	SUB TOT	ALLIED	TOTAL	
		NUM	NUM	NUM	% FS	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% FS
ANDORRA	3	0	0	0	0	0	0	0	0	0	0	0	0
AUSTRIA	326	25	4	29	9	2	0	0	2	4	3	7	2
BELGIUM	507	19	6	25	4	0	3	2	14	19	2	21	4
DENMARK	487	28	4	32	7	3	0	5	30	38	0	38	8
FINLAND	472	33	11	44	10	2	1	0	1	4	5	9	2
FRANCE	3176	141	21	162	5	2	8	5	43	64	4	68	2
GERMANY, FED. REP. OF	4463	243	54	297	7	23	10	18	31	82	14	96	2
GIBRALTAR	2	0	0	0	0	0	0	0	0	0	0	0	0
GREECE	2703	70	43	113	4	23	23	3	23	72	9	81	3
ICELAND	482	49	16	65	14	2	2	10	3	17	0	17	4
IRELAND	834	30	7	37	5	23	1	19	7	50	8	58	7
ITALY	1300	76	13	89	7	9	11	2	7	29	2	31	2
LIECHTENSTEIN	3	0	0	0	0	0	0	0	0	0	0	0	0
LUXEMBOURG	19	0	0	0	0	0	0	0	0	0	0	0	0
MALTA	30	1	0	1	4	0	0	1	0	1	0	1	4
MONACO	6	0	0	0	0	0	0	0	0	0	0	0	0
NETHERLANDS	1272	45	11	56	5	11	6	10	12	39	15	54	4
NORWAY	1458	73	13	86	6	3	1	3	13	20	2	22	2
PORTUGAL	459	26	8	34	8	2	4	2	6	14	3	17	4
SAN MARINO	2	0	0	0	0	0	0	0	0	0	0	0	0
SPAIN	2300	78	47	125	6	10	2	11	24	47	11	58	3
SWEDEN	1129	73	13	86	8	7	1	2	4	14	6	20	2
SWITZERLAND	728	83	12	95	14	0	1	2	18	21	4	25	4
UNITED KINGDOM	4452	270	50	320	8	22	16	45	44	127	33	160	4
WESTERN EUROPE	26723	1364	333	1697	7	150	90	141	282	663	121	784	3
EUROPE, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0	0	0
EUROPE REGION UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0	0	0
EUROPE	28752	1513	360	1873	7	164	90	153	301	708	135	843	3
CARIBBEAN, UNSPECIFIED	145	2	0	2	1	1	0	4	1	6	3	9	6
ARUBA	36	1	0	1	3	1	1	0	1	3	1	4	11
BAHAMAS	1149	33	18	51	5	15	13	13	18	59	27	86	8
BARBADOS	251	10	7	17	7	5	2	1	2	10	2	12	5
CAYMAN ISLANDS	58	0	3	3	5	0	0	2	0	2	0	2	4
CUBA	826	2	6	8	1	0	0	8	2	10	39	49	6
DOMINICAN REPUBLIC	585	17	6	23	4	3	2	5	4	14	1	15	3
GUADELOUPE	6	0	0	0	0	0	0	0	1	1	0	1	20
HAITI	1035	16	5	21	2	6	2	24	10	42	35	77	8
JAMAICA	1515	23	28	51	3	20	13	50	28	111	17	128	9
ANTIGUA	123	4	2	6	5	4	1	0	3	8	5	13	11
BRITISH VIRGIN ISLANDS	48	3	2	5	10	0	0	0	1	1	1	2	4
MONTSERRAT	11	0	1	1	9	0	0	1	1	2	0	2	18
ST. KITTS-NEVIS	35	0	1	1	3	1	1	2	0	4	0	4	11
ANGUILLA	9	0	0	0	0	1	0	0	1	2	0	2	22

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY: FINE & APPLIED ARTS ARTS NUM	ARCHIT NUM	TOTAL NUM	TOTAL % FS	HEALTH PROFESSIONS MEDICINE NUM	DENTIST NUM	NURSING NUM	OTHER NUM	SUB TOT NUM	ALLIED NUM	TOTAL NUM	TOTAL % FS
MARTINIQUE	9	1	0	1	11	0	0	0	0	0	0	0	0
NETHERLANDS ANTILLES	412	21	2	23	6	5	0	4	15	24	7	31	8
TRINIDAD & TOBAGO	1342	44	24	68	5	24	16	27	32	99	35	134	10
TURKS & CAICOS ISLANDS	14	0	0	0	0	0	0	0	0	0	0	0	0
WINDWARD ISLANDS	17	1	0	1	6	0	0	0	0	0	3	3	19
DOMINICA	65	0	2	2	3	2	1	1	0	4	1	5	8
GRENADA	118	0	1	1	1	0	0	1	3	4	4	8	7
ST. LUCIA	55	2	1	3	6	0	0	0	2	2	0	2	4
ST. VINCENT	46	1	3	4	9	0	0	0	1	1	0	1	2
CARIBBEAN	7912	181	112	293	4	88	52	143	126	409	181	590	8
CENTRAL AMERICA, UNSPECIFIE	8	0	0	0	0	0	0	0	0	0	0	0	0
BELIZE	257	2	1	3	1	1	0	4	7	12	4	16	7
COSTA RICA	752	37	19	56	8	2	1	2	2	7	3	10	1
EL SALVADOR	928	44	13	57	7	3	1	4	4	12	6	18	2
GUATEMALA	709	14	1	15	2	5	1	3	3	12	3	15	2
HONDURAS	1013	28	7	35	4	3	3	3	15	24	15	39	4
MEXICO	3956	161	34	195	5	16	22	14	27	79	16	95	3
NICARAGUA	1980	9	4	13	1	4	0	21	0	25	55	80	4
PANAMA	1473	23	14	37	3	2	4	5	10	21	17	38	3
CENTRAL AMERICA	11076	318	93	411	4	36	32	56	68	192	119	311	3
SOUTH AMERICA, UNSPECIFIED	3	0	0	0	0	0	0	0	0	0	0	0	0
ARGENTINA	1178	74	25	99	9	3	0	1	10	14	5	19	2
BOLIVIA	733	13	13	26	4	3	1	2	2	8	3	11	2
BRAZIL	2341	169	29	198	9	11	16	9	20	56	12	68	3
CHILE	687	27	6	33	5	5	0	1	6	12	3	15	2
COLOMBIA	2138	80	47	127	6	8	12	9	16	45	26	71	3
ECUADOR	758	22	10	32	4	1	1	3	3	8	5	13	2
FALKLAND ISLANDS	8	6	0	6	75	0	0	0	0	0	0	0	0
FRENCH GUIANA	4	0	0	0	0	0	0	0	0	0	0	0	0
GUYANA	298	3	3	6	2	3	2	6	7	20	3	23	8
PARAGUAY	168	2	7	9	6	1	1	2	2	6	0	6	4
PERU	1767	42	23	65	4	7	2	8	7	24	14	38	2
SURINAME	116	1	1	2	2	1	2	1	3	7	3	10	9
URUGUAY	154	6	2	8	5	1	1	1	3	6	1	7	5
VENEZUELA	1797	67	39	106	6	5	6	6	13	30	15	45	3
SOUTH AMERICA	12150	512	205	717	6	51	44	49	92	236	90	326	3
LATIN AMERICA	31138	1011	410	1421	5	175	128	248	286	837	390	1227	4
BERMUDA	513	23	13	36	7	5	1	9	4	19	10	29	6
CANADA	11042	633	163	796	7	88	112	308	705	1213	307	1520	14
ST. PIERRE + MIQUELON	2	0	0	0	0	0	0	0	1	1	0	1	50
NORTH AMERICAN REGION	11557	656	176	832	7	93	113	317	710	1233	317	1550	14
NORTH AMERICA	11557	656	176	832	7	93	113	317	710	1233	317	1550	14
AUSTRALIA	1141	85	11	96	9	12	5	7	45	69	9	78	7
NEW ZEALAND	387	23	4	27	7	3	0	1	8	12	3	15	4
AUSTRALIA + NEW ZEALAND	1528	108	15	123	8	15	5	8	53	81	12	93	6

LOCATION		FIELD OF STUDY: FINE & APPLIED ARTS				HEALTH PROFESSIONS							
		ARTS	ARCHIT	TOTAL	%	MEDICINE	DENTIST	NURSING	OTHER	SUB TOT	ALLIED	TOTAL	
		NUM	NUM	NUM	FS	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% FS
SOLOMON ISLANDS	1	0	0	0	0	0	0	0	0	0	0	0	0
COOK ISLANDS	2	0	0	0	0	0	0	0	0	0	0	0	0
FIJI	119	2	4	6	5	3	0	2	0	5	0	5	4
FRENCH POLYNESIA	46	0	0	0	0	0	0	0	0	0	0	0	0
KIRIBATI	24	0	0	0	0	0	0	1	0	1	0	1	4
MARSHALL ISLANDS	8	0	0	0	0	0	0	0	0	0	0	0	0
NEW CALEDONIA	3	0	0	0	0	0	0	0	0	0	0	0	0
PAPUA-NEW GUINEA	16	0	1	1	6	2	0	1	0	3	0	3	19
NIUE	1	0	0	0	0	0	0	0	0	0	0	0	0
PACIFIC ISLANDS, TRUST TER.	274	0	0	0	0	3	3	2	1	9	1	10	4
PALAU	178	2	0	2	1	0	0	5	0	5	0	5	3
TONGA	110	0	0	0	0	0	0	0	0	0	0	0	0
TUVALU	1	0	0	0	0	0	0	0	0	0	0	0	0
WESTERN SAMOA	110	2	0	2	2	1	0	0	0	1	0	1	1
PACIFIC OCEAN ISLAND AREA	893	6	5	11	1	9	3	11	1	24	1	25	3
OCEANIA	2421	114	20	134	6	24	8	19	54	105	13	118	5
STATELESS	212	4	1	5	2	1	0	1	2	4	1	5	2
STATELESS REGION	212	4	1	5	2	1	0	1	2	4	1	5	2
STATELESS OR UNKNOWN	212	4	1	5	2	1	0	1	2	4	1	5	2
******** FINAL TOTALS ****	252998	8287	3484	11771	5	1472	746	1933	3809	7960	1660	9620	4

LOCATION		FIELD OF STUDY: HUMANITIES LETTERS NUM	FRN LANG NUM	THEOLOGY NUM	PHIL/REL NUM	TOTAL NUM	% FS	MATH & COMPUTER SCIENCES: COMP SCI NUM	MATH NUM	TOTAL NUM	% FS
UNKNOWN AREA OF WORLD	4305	53	113	67	16	249	6	231	235	466	11
UNKNOWN AREA OF WORLD	4305	53	113	67	16	249	6	231	235	466	11
UNKNOWN AREA OF WORLD	4305	53	113	67	16	249	6	231	235	466	11
EASTERN AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0
DJIBOUTI	12	0	0	0	0	0	0	0	0	0	0
BURUNDI	43	2	1	0	0	3	7	0	1	1	2
COMOROS	13	1	0	0	0	1	8	0	0	0	0
ETHIOPIA	1285	11	3	12	5	31	3	91	29	120	10
KENYA	1354	19	4	47	13	83	6	66	13	79	6
MADAGASCAR	46	1	2	5	0	8	19	4	1	5	12
MALAWI	171	3	0	3	1	7	4	8	3	11	7
MAURITIUS	91	1	0	2	0	3	3	12	2	14	16
MOZAMBIQUE	25	1	0	0	1	2	8	0	0	0	0
ZIMBABWE	343	5	0	13	2	20	6	15	5	20	6
RWANDA	71	1	1	2	0	4	6	8	1	9	13
SEYCHELLES	17	0	0	0	0	0	0	0	0	0	0
SOMALIA	239	4	0	3	4	11	5	11	4	15	6
TANZANIA	366	2	1	13	1	17	5	22	4	26	7
UGANDA	321	3	1	18	4	26	8	16	4	20	6
ZAMBIA	254	1	1	3	3	8	3	18	3	21	9
EASTERN AFRICA	4653	55	14	121	34	224	5	271	70	341	8
CENTRAL AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0
ANGOLA	21	1	0	0	0	1	5	0	1	1	5
CAMEROON	733	3	5	7	3	18	3	28	7	35	5
CENTRAL AFRICAN REPUBLIC	17	0	1	0	0	1	6	0	0	0	0
CHAD	13	1	0	0	0	1	8	1	0	1	8
CONGO	20	0	0	0	0	0	0	0	0	0	0
EQUATORIAL GUINEA	8	0	0	0	0	0	0	0	1	1	13
GABON	20	0	1	0	0	1	6	1	1	2	11
SAO TOME & PRINCIPE	7	0	0	0	0	0	0	0	0	0	0
ZAIRE	243	9	8	9	1	27	11	3	3	6	3
CENTRAL AFRICA	1084	14	15	16	4	49	5	33	13	46	4
NORTH AFRICA, UNSPECIFIED	3	0	0	0	0	0	0	1	0	1	33
ALGERIA	311	5	5	1	0	11	4	22	9	31	10
CANARY ISLANDS	2	0	0	0	0	0	0	0	0	0	0
EGYPT	1186	21	5	9	0	35	3	85	16	101	9
LIBYA	114	2	1	0	0	3	3	14	5	19	17
MOROCCO	687	14	7	0	0	21	3	77	19	96	14
WESTERN SAHARA	1	0	0	0	0	0	0	0	0	0	0
SUDAN	348	5	2	2	1	10	3	16	1	17	5
TUNISIA	482	7	5	0	0	12	3	20	16	36	8
NORTH AFRICA	3134	54	25	12	1	92	3	235	66	301	10
SOUTHERN AFRICA, UNSPECIFIE	5	0	0	1	0	1	20	0	0	0	0
BOTSWANA	180	4	1	2	0	7	4	7	0	7	4

LOCATION		FIELD OF STUDY: HUMANITIES LETTERS NUM	FRN LANG NUM	THEOLOGY NUM	PHIL/REL NUM	TOTAL NUM	TOTAL % FS	MATH & COMPUTER SCIENCES: COMP SCI NUM	MATH NUM	TOTAL NUM	TOTAL % FS
LESOTHO	80	0	2	2	0	4	5	0	0	0	0
NAMIBIA	138	1	0	5	0	6	4	10	8	18	13
SOUTH AFRICA	1315	23	6	55	7	91	7	44	21	65	5
SWAZILAND	120	1	1	5	0	7	6	9	0	9	8
SOUTHERN AFRICA	1838	29	10	70	7	116	6	70	29	99	6
WEST AFRICA, UNSPECIFIED	12	0	0	1	0	1	8	0	1	1	8
CAPE VERDE	31	0	0	1	0	1	3	2	0	2	7
BENIN	20	0	0	0	0	0	0	1	0	1	5
GAMBIA	148	1	0	0	0	1	1	4	4	8	6
GHANA	706	9	9	37	6	61	9	25	13	38	6
GUINEA	43	1	0	0	0	1	3	0	1	1	3
GUINEA-BISSAU	10	0	0	0	0	0	0	0	1	1	10
IVORY COAST	234	5	1	1	1	8	3	13	5	18	8
LIBERIA	418	1	2	21	3	27	7	22	3	25	6
MALI	75	1	0	0	0	1	1	2	0	2	3
MAURITANIA	40	2	1	0	0	3	8	0	0	0	0
NIGER	43	2	0	0	0	2	5	2	4	6	14
NIGERIA	2752	24	5	55	34	118	4	123	30	153	6
SENEGAL	153	3	2	1	0	6	4	5	0	5	3
SIERRA LEONE	263	3	3	6	3	15	6	13	4	17	7
TOGO	58	4	2	1	0	7	13	0	1	1	2
BURKINA FASO	30	3	3	0	0	6	23	0	0	0	0
WEST AFRICA	5036	59	28	124	47	258	5	212	67	279	6
AFRICA, UNSPECIFIED	15	0	0	2	0	2	13	0	2	2	13
AFRICA REGION UNSPECIFIED	15	0	0	2	0	2	13	0	2	2	13
AFRICA	15760	211	92	345	93	741	5	821	247	1068	7
EAST ASIA, UNSPECIFIED	9	0	0	0	0	0	0	0	0	0	0
CHINA	22670	470	105	37	64	676	3	1542	1321	2863	13
TAIWAN	19017	262	62	48	30	402	2	2197	601	2798	16
HONG KONG	6794	58	15	46	12	131	2	704	146	850	13
JAPAN	19577	1031	253	73	41	1398	8	391	206	597	3
KOREA,DEMOCRATIC PEOPLES RE	27	0	0	0	0	0	0	1	1	2	8
KOREA, REPUBLIC OF	13566	341	46	311	100	798	6	790	410	1200	9
MACAO	111	3	0	0	0	3	3	13	4	17	16
MONGOLIA	1	0	0	0	0	0	0	0	0	0	0
EAST ASIA	81772	2165	481	515	247	3408	4	5638	2689	8327	11
SOUTH CENTRAL ASIA,UNSPECIF	4	0	0	0	0	0	0	0	0	0	0
AFGHANISTAN	85	4	0	0	0	4	5	10	1	11	14
BANGLADESH	1629	21	0	2	3	26	2	178	39	217	14
BHUTAN	16	0	1	0	0	1	6	0	0	0	0
INDIA	18039	149	30	88	49	316	2	2533	404	2937	17
MALDIVES	3	1	0	0	0	1	33	0	0	0	0
NEPAL	448	3	0	1	0	4	1	36	3	39	9
PAKISTAN	4838	15	4	2	11	32	1	541	58	599	13
SRI LANKA	1575	11	4	5	5	25	2	145	86	231	15

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY: HUMANITIES						MATH & COMPUTER SCIENCES			
		LETTERS	FRN LANG	THEOLOGY	PHIL/REL	TOTAL		COMP SCI	MATH	TOTAL	
		NUM	NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	% FS
SOUTH CENTRAL ASIA	26637	204	39	98	68	409	2	3443	591	4034	16
SOUTH-EAST ASIA, UNSPECIFIE	8	0	0	0	0	0	0	0	0	0	0
BRUNEI	14	1	0	0	0	1	8	2	0	2	17
MYANMAR, UNION OF	213	4	0	8	2	14	7	24	2	26	13
INDONESIA	6099	30	2	33	5	70	1	528	54	582	10
CAMBODIA	89	2	0	0	2	4	5	7	0	7	9
LAOS	347	0	1	4	1	6	2	5	0	5	1
MALAYSIA	9466	118	10	25	10	163	2	628	240	868	10
PHILIPPINES	2720	26	7	48	14	95	4	215	61	276	11
PORTUGUESE TIMOR	2	0	0	0	0	0	0	0	0	0	0
SINGAPORE	2863	37	4	26	5	72	3	228	56	284	11
THAILAND	4119	50	4	10	5	69	2	318	24	342	9
VIETNAM	824	2	2	6	4	14	2	49	12	61	8
SOUTH-EAST ASIA	26764	270	30	160	48	508	2	2004	449	2453	10
MIDDLE EAST, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0
BAHRAIN	209	0	0	0	0	0	0	22	1	23	11
CYPRUS	1079	16	0	1	1	18	2	71	12	83	8
IRAN	4756	27	8	1	9	45	1	383	133	516	11
IRAQ	397	6	1	0	1	8	2	22	8	30	8
ISRAEL	1737	32	7	18	14	71	4	117	55	172	10
JORDAN	3097	42	4	1	2	49	2	255	57	312	11
KUWAIT	1409	9	0	0	0	9	1	191	14	205	15
LEBANON	2971	13	11	9	2	35	1	264	50	314	11
OMAN	442	3	0	0	2	5	1	28	5	33	8
QATAR	328	4	0	0	0	4	1	17	4	21	7
SAUDI ARABIA	2713	58	6	0	1	65	2	415	30	445	17
SYRIA	955	14	1	2	0	17	2	104	13	117	13
TURKEY	2245	26	4	0	8	38	2	109	63	172	8
UNITED ARAB EMIRATES	943	11	0	0	0	11	1	109	6	115	13
YEMEN ARAB REPUBLIC	376	6	1	0	0	7	2	38	3	41	11
YEMEN, PEOPLE'S DEM. REP.	22	0	0	0	0	0	0	1	2	3	14
MIDDLE EAST	23680	267	43	32	40	382	2	2146	456	2602	12
ASIA	158853	2906	593	805	403	4707	3	13231	4185	17416	12
ALBANIA	1	0	0	0	0	0	0	1	0	1	100
BULGARIA	46	2	0	0	0	2	5	4	5	9	20
CZECHOSLOVAKIA	46	2	0	1	0	3	7	4	0	4	9
GERMAN DEMOCRATIC REP.	29	0	1	2	1	4	15	1	0	1	4
HUNGARY	236	19	2	0	2	23	10	5	24	29	13
POLAND	623	32	16	12	10	70	12	50	39	89	15
ROMANIA	79	4	0	1	1	6	8	5	2	7	9
U. S. S. R.	291	5	13	2	1	21	8	6	10	16	6
YUGOSLAVIA	677	14	14	7	7	42	6	52	41	93	14
EASTERN EUROPE	2028	78	46	25	22	171	9	128	121	249	13
WESTERN EUROPE, UNSPECIFIED	8	0	0	0	0	0	0	0	0	0	0

LOCATION		FIELD OF STUDY: HUMANITIES						MATH & COMPUTER SCIENCES			
		LETTERS	FRN LANG	THEOLOGY	PHIL/REL	TOTAL		COMP SCI	MATH	TOTAL	
		NUM	NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	% FS
ANDORRA	3	0	0	0	0	0	0	0	0	0	0
AUSTRIA	326	12	17	5	2	36	11	15	4	19	6
BELGIUM	607	22	16	6	5	49	8	18	7	25	4
DENMARK	487	10	3	4	1	18	4	19	13	32	7
FINLAND	472	13	4	3	1	21	5	16	4	20	5
FRANCE	3178	89	197	6	3	295	10	79	27	106	3
GERMANY, FED. REP. OF	4463	186	215	55	35	491	11	129	104	233	5
GIBRALTAR	2	0	0	0	0	0	0	0	0	0	0
GREECE	2703	64	14	1	13	92	3	239	115	354	13
ICELAND	482	10	0	4	8	22	5	14	4	18	4
IRELAND	834	34	8	51	13	106	13	21	12	33	4
ITALY	1300	73	47	18	18	156	12	50	50	100	8
LIECHTENSTEIN	3	0	0	0	0	0	0	0	0	0	0
LUXEMBOURG	19	1	1	0	0	2	11	1	0	1	5
MALTA	30	3	0	0	1	4	14	2	0	2	7
MONACO	6	0	0	0	0	0	0	0	0	0	0
NETHERLANDS	1272	35	20	5	9	69	6	39	8	47	4
NORWAY	1458	14	5	9	7	35	3	80	9	89	6
PORTUGAL	459	13	7	3	5	28	6	16	15	31	7
SAN MARINO	2	0	0	0	0	0	0	0	0	0	0
SPAIN	2300	97	181	5	8	291	13	85	32	117	5
SWEDEN	1129	13	16	9	2	40	4	32	10	42	4
SWITZERLAND	728	26	32	7	3	68	10	21	12	33	5
UNITED KINGDOM	4452	133	59	50	45	337	8	82	58	140	3
WESTERN EUROPE	26723	898	842	241	179	2160	8	958	484	1442	6
EUROPE, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0
EUROPE REGION UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0
EUROPE	23752	976	888	266	201	2331	8	1086	605	1691	6
CARIBBEAN, UNSPECIFIED	145	2	0	3	0	5	3	4	4	8	6
ARUBA	36	0	1	0	0	1	3	1	0	1	3
BAHAMAS	1149	11	3	8	2	24	2	33	6	39	3
BARBADOS	251	4	0	2	1	7	3	7	1	8	3
CAYMAN ISLANDS	58	0	0	0	0	0	0	1	2	3	5
CUBA	828	2	0	1	0	3	0	1	1	2	0
DOMINICAN REPUBLIC	585	8	2	4	5	19	3	43	8	51	9
GUADELOUPE	6	0	0	0	0	0	0	0	0	0	0
HAITI	1035	6	5	10	1	22	2	45	0	45	4
JAMAICA	1515	7	1	23	9	40	3	97	16	113	8
ANTIGUA	123	2	2	2	0	6	5	5	0	5	4
BRITISH VIRGIN ISLANDS	48	0	0	1	0	1	2	7	0	7	15
MONTSERRAT	11	0	0	0	0	0	0	1	0	1	9
ST. KITTS-NEVIS	35	0	0	0	1	1	3	2	1	3	9
ANGUILLA	9	1	0	0	0	1	11	0	0	0	0

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY: HUMANITIES						MATH & COMPUTER SCIENCES			
		LETTERS	FRN LANG	THEOLOGY	PHIL/REL	TOTAL		COMP SCI	MATH	TOTAL	
		NUM	NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	% FS
MARTINIQUE	9	0	0	1	1	2	22	1	0	1	11
NETHERLANDS ANTILLES	412	2	5	5	2	14	3	27	3	30	7
TRINIDAD & TOBAGO	1342	12	5	8	4	29	2	89	18	107	8
TURKS & CAICOS ISLANDS	14	0	0	0	0	0	0	2	0	2	14
WINDWARD ISLANDS	17	0	0	0	0	0	0	1	0	1	6
DOMINICA	65	1	0	1	0	2	3	4	6	10	15
GRENADA	118	1	0	2	2	5	4	3	3	6	5
ST. LUCIA	55	1	0	0	0	1	2	1	1	2	4
ST. VINCENT	46	1	0	0	0	1	2	1	3	4	9
CARIBBEAN	7912	61	24	71	28	184	2	376	73	449	6
CENTRAL AMERICA, UNSPECIFIE	8	0	0	0	0	0	0	1	0	1	13
BELIZE	257	6	0	3	2	11	5	29	3	32	14
COSTA RICA	752	16	10	5	1	32	4	43	5	48	7
EL SALVADOR	928	10	5	7	1	23	3	50	2	52	6
GUATEMALA	709	7	7	0	0	14	2	32	5	37	5
HONDURAS	1013	8	12	2	2	24	2	54	15	69	7
MEXICO	3956	93	62	45	24	224	6	169	71	240	7
NICARAGUA	1980	4	6	1	2	13	1	12	2	14	1
PANAMA	1473	17	6	4	1	23	2	59	16	75	5
CENTRAL AMERICA	11076	161	108	67	33	369	4	449	119	568	5
SOUTH AMERICA, UNSPECIFIED	3	0	0	0	0	0	0	1	0	1	33
ARGENTINA	1178	30	38	21	3	92	8	35	29	64	6
BOLIVIA	733	8	10	2	0	20	3	39	4	43	6
BRAZIL	2341	53	22	39	11	125	5	114	41	155	7
CHILE	687	21	31	8	2	62	9	26	30	56	8
COLOMBIA	2138	44	47	23	5	119	6	94	23	117	6
ECUADOR	758	10	8	11	5	34	5	24	7	31	4
FALKLAND ISLANDS	6	0	0	0	0	0	0	0	0	0	0
FRENCH GUIANA	4	0	0	0	0	0	0	1	0	1	25
GUYANA	298	2	3	11	1	17	6	25	6	31	11
PARAGUAY	168	1	0	0	1	2	1	10	0	10	6
PERU	1767	15	38	7	3	63	4	81	13	94	5
SURINAME	116	1	0	1	0	2	2	8	1	9	8
URUGUAY	154	5	6	2	0	13	9	5	1	6	4
VENEZUELA	1797	13	22	14	2	51	3	84	21	105	6
SOUTH AMERICA	12150	203	225	139	33	600	5	547	176	723	6
LATIN AMERICA	31138	425	357	277	94	1153	4	1372	368	1740	6
BERMUDA	513	5	1	10	2	18	4	12	1	13	3
CANADA	11042	214	58	293	133	698	6	148	98	246	2
ST. PIERRE + MIQUELON	2	0	0	1	0	1	50	0	0	0	0
NORTH AMERICAN REGION	11557	219	59	304	135	717	6	160	99	259	2
NORTH AMERICA	11557	219	59	304	135	717	6	160	99	259	2
AUSTRALIA	1141	18	10	75	34	137	13	23	22	45	4
NEW ZEALAND	387	7	1	21	5	34	9	8	11	19	5
AUSTRALIA + NEW ZEALAND	1528	25	11	96	39	171	12	31	33	64	4

LOCATION		FIELD OF STUDY: HUMANITIES						MATH & COMPUTER SCIENCES			
		LETTERS	FRN LANG	THEOLOGY	PHIL/REL	TOTAL		COMP SCI	MATH	TOTAL	
		NUM	NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	% FS
SOLOMON ISLANDS	1	0	0	0	0	0	0	0	0	0	0
COOK ISLANDS	2	0	0	0	0	0	0	0	0	0	0
FIJI	119	2	0	2	1	5	4	9	1	10	9
FRENCH POLYNESIA	46	1	2	0	0	3	7	4	1	5	11
KIRIBATI	24	1	0	0	0	1	4	1	2	3	13
MARSHALL ISLANDS	8	0	0	0	0	0	0	1	0	1	13
NEW CALEDONIA	3	0	0	0	0	0	0	0	0	0	0
PAPUA-NEW GUINEA	16	1	0	2	0	3	19	3	0	3	19
NIUE	1	0	0	0	0	0	0	0	0	0	0
PACIFIC ISLANDS, TRUST TER.	274	3	2	1	3	9	3	24	1	25	9
PALAU	178	1	0	0	0	1	1	11	4	15	8
TONGA	110	3	0	3	0	6	5	9	3	12	11
TUVALU	1	0	0	0	0	0	0	0	0	0	0
WESTERN SAMOA	110	0	0	3	0	3	3	4	0	4	4
PACIFIC OCEAN ISLAND AREA	893	12	4	11	4	31	3	66	12	78	9
OCEANIA	2421	37	15	107	43	202	9	97	45	142	6
STATELESS	212	3	2	0	0	5	2	10	3	13	6
STATELESS REGION	212	3	2	0	0	5	2	10	3	13	6
STATELESS OR UNKNOWN	212	3	2	0	0	5	2	10	3	13	6
******** FINAL TOTALS ****	252998	4830	2119	2171	985	10105	4	17008	5787	22795	9

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY: PHYSICAL & LIFE SCIENCES							SOCIAL SCIENCE			
		PHYS SCI	LIFE SCI	TECHNOL	TOTAL	%	AREA STU	SOC SCI	PSYCH	PUBL AFF	TOTAL	%
		NUM	NUM	NUM	NUM	FS	NUM	NUM	NUM	NUM	NUM	FOS
UNKNOWN AREA OF WORLD	4305	285	158	5	448	11	1	154	64	18	237	6
UNKNOWN AREA OF WORLD	4305	285	158	5	448	11	1	154	64	18	237	6
UNKNOWN AREA OF WORLD	4305	285	158	5	448	11	1	154	64	18	237	6
EASTERN AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	1	0	0	1	50
DJIBOUTI	12	1	0	0	1	8	0	3	0	0	3	25
BURUNDI	43	2	0	0	2	5	1	3	0	1	5	12
COMOROS	13	1	0	0	1	8	0	1	1	1	3	23
ETHIOPIA	1285	66	63	5	134	11	2	65	7	7	81	7
KENYA	1354	28	49	2	79	6	3	120	18	18	159	12
MADAGASCAR	46	1	2	0	3	7	0	3	0	0	3	7
MALAWI	171	4	2	0	6	4	0	13	1	7	21	13
MAURITIUS	91	5	0	0	5	6	0	3	1	1	5	6
MOZAMBIQUE	25	1	3	0	4	17	0	6	0	0	6	25
ZIMBABWE	343	6	18	1	25	8	1	27	1	4	33	10
RWANDA	71	1	2	1	4	6	0	1	0	2	3	4
SEYCHELLES	17	2	1	0	3	18	0	2	1	1	4	24
SOMALIA	239	6	8	0	14	6	2	36	0	1	39	17
TANZANIA	366	15	15	1	31	9	1	37	4	7	49	14
UGANDA	321	5	17	0	22	7	1	35	2	5	43	14
ZAMBIA	254	3	8	1	12	5	0	25	0	4	29	12
EASTERN AFRICA	4653	147	188	11	346	8	11	381	36	59	487	11
CENTRAL AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	1	0	0	1	50
ANGOLA	21	4	1	0	5	24	0	2	0	0	2	10
CAMEROON	733	24	35	1	60	8	0	55	3	15	73	10
CENTRAL AFRICAN REPUBLIC	17	0	0	0	0	0	0	1	0	0	1	6
CHAD	13	1	1	0	2	15	0	0	0	0	0	0
CONGO	20	1	0	0	1	5	0	4	0	0	4	21
EQUATORIAL GUINEA	8	0	0	0	0	0	0	1	0	0	1	13
GABON	20	0	0	0	0	0	0	1	0	0	1	6
SAO TOME & PRINCIPE	7	0	0	0	0	0	0	0	0	0	0	0
ZAIRE	243	8	18	0	26	11	1	18	0	3	22	9
CENTRAL AFRICA	1084	38	55	1	94	9	1	83	3	18	105	10
NORTH AFRICA, UNSPECIFIED	3	0	0	0	0	0	0	0	0	0	0	0
ALGERIA	311	46	4	0	50	17	0	24	3	1	28	9
CANARY ISLANDS	2	0	0	0	0	0	0	0	0	0	0	0
EGYPT	1186	44	66	1	111	10	0	69	6	11	86	8
LIBYA	114	15	1	1	17	15	3	7	0	0	10	9
MOROCCO	687	21	18	1	40	6	5	19	0	7	31	5
WESTERN SAHARA	1	0	0	0	0	0	0	0	0	0	0	0
SUDAN	348	13	28	0	41	12	3	60	0	4	67	20
TUNISIA	482	7	5	2	14	3	2	23	0	0	25	6
NORTH AFRICA	3134	146	122	5	273	9	13	202	9	23	247	8
SOUTHERN AFRICA, UNSPECIFIE	5	0	0	0	0	0	0	0	0	1	1	20
BOTSWANA	180	1	2	0	3	2	1	14	2	3	20	11

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY: PHYSICAL & LIFE SCIENCES					SOCIAL SCIENCE					
		PHYS SCI	LIFE SCI	TECHNOL	TOTAL		AREA STU	SOC SCI	PSYCH	PUBL AFF	TOTAL	
		NUM	NUM	NUM	NUM	% FOS	NUM	NUM	NUM	NUM	NUM	% FOS
LESOTHO	80	1	4	0	5	6	0	6	0	1	7	9
NAMIBIA	138	6	10	0	16	12	1	13	7	6	27	20
SOUTH AFRICA	1315	63	51	1	115	9	4	86	51	24	165	13
SWAZILAND	120	0	8	0	8	7	0	6	0	1	7	6
SOUTHERN AFRICA	1838	71	75	1	147	8	6	125	60	36	227	13
WEST AFRICA, UNSPECIFIED	12	1	0	0	1	8	0	2	0	1	3	25
CAPE VERDE	31	0	3	0	3	10	0	0	1	0	1	3
BENIN	20	0	0	0	0	0	1	4	0	1	6	32
GAMBIA	148	2	8	0	10	7	0	13	2	6	21	14
GHANA	706	36	56	0	92	13	1	70	9	14	94	14
GUINEA	43	2	1	0	3	8	0	9	0	1	10	25
GUINEA-BISSAU	10	0	2	0	2	20	0	1	0	0	1	10
IVORY COAST	234	11	11	0	22	10	0	16	0	0	16	7
LIBERIA	418	12	20	2	34	8	0	35	5	6	46	11
MALI	75	2	3	0	5	7	2	8	0	0	10	14
MAURITANIA	40	0	1	0	1	3	0	3	0	1	4	10
NIGER	43	0	2	0	2	5	0	0	0	1	1	2
NIGERIA	2752	48	87	5	140	5	9	214	22	50	295	11
SENEGAL	153	0	6	0	6	4	0	8	0	0	8	6
SIERRA LEONE	263	12	10	0	22	9	1	30	1	1	33	13
TOGO	58	3	0	0	3	5	2	9	0	0	11	20
BURKINA FASO	30	0	1	0	1	4	0	2	0	1	3	12
WEST AFRICA	5036	129	211	7	347	7	16	424	40	83	563	12
AFRICA, UNSPECIFIED	15	0	0	0	0	0	0	0	0	0	0	0
AFRICA REGION UNSPECIFIED	15	0	0	0	0	0	0	0	0	0	0	0
AFRICA	15760	531	651	25	1207	8	47	1215	148	219	1629	11
EAST ASIA, UNSPECIFIED	9	0	0	0	0	0	0	1	0	0	1	11
CHINA	22670	3971	2112	120	6203	29	96	1262	142	112	1612	7
TAIWAN	19017	937	789	88	1814	10	32	608	120	112	872	5
HONG KONG	6794	200	150	10	360	6	11	223	53	44	331	5
JAPAN	19577	294	197	4	495	3	166	1468	358	157	2149	12
KOREA,DEMOCRATIC PEOPLES RE	27	0	1	0	1	4	0	0	0	0	0	0
KOREA, REPUBLIC OF	13566	909	661	33	1603	12	38	1187	99	178	1502	12
MACAO	111	2	0	0	2	2	0	1	0	0	1	1
MONGOLIA	1	0	0	0	0	0	0	0	0	0	0	0
EAST ASIA	81772	6313	3910	255	10478	13	343	4750	772	603	6468	8
SOUTH CENTRAL ASIA,UNSPECIF	4	0	0	0	0	0	0	0	0	0	0	0
AFGHANISTAN	85	4	5	1	10	13	1	4	0	0	5	6
BANGLADESH	1629	88	30	1	119	8	3	121	5	14	143	9
BHUTAN	16	0	0	0	0	0	0	2	0	1	3	19
INDIA	18039	1059	718	60	1837	11	12	795	137	71	1015	6
MALDIVES	3	0	0	0	0	0	0	1	0	0	1	33
NEPAL	448	14	11	1	26	6	1	55	1	9	66	16
PAKISTAN	4838	107	101	1	209	5	4	204	25	23	256	6
SRI LANKA	1575	193	102	0	295	20	5	85	14	4	108	7

Table C.1 Field of Study by Country of Origin

LOCATION	FIELD OF STUDY: PHYSICAL & LIFE SCIENCES						SOCIAL SCIENCE					
	PHYS SCI	LIFE SCI	TECHNOL	TOTAL		AREA STU	SOC SCI	PSYCH	PUBL AFF	TOTAL	
	NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	NUM	NUM	% FOS
SOUTH CENTRAL ASIA	26637	1465	967	64	2496	10	26	1267	182	122	1597	6
SOUTH-EAST ASIA, UNSPECIFIE	8	0	0	0	0	0	0	0	0	0	0	0
BRUNEI	14	0	0	0	0	0	0	2	0	2	4	33
MYANMAR, UNION OF	213	18	10	0	28	13	0	5	0	0	5	3
INDONESIA	6099	117	102	2	221	4	17	198	27	28	270	5
CAMBODIA	89	5	1	0	6	8	0	6	2	0	8	10
LAOS	347	10	6	0	16	5	0	4	0	1	5	1
MALAYSIA	9466	166	152	8	326	4	5	418	66	78	567	7
PHILIPPINES	2720	156	119	4	279	11	7	202	43	26	278	11
PORTUGUESE TIMOR	2	0	0	0	0	0	0	0	0	0	0	0
SINGAPORE	2663	34	44	5	83	3	4	147	58	11	220	8
THAILAND	4119	70	93	9	172	4	4	237	23	26	290	7
VIETNAM	824	12	13	2	27	4	5	14	1	5	25	3
SOUTH-EAST ASIA	26764	588	540	30	1158	5	42	1234	220	177	1673	7
MIDDLE EAST, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0	0
BAHRAIN	209	4	3	0	7	3	2	8	1	4	15	7
CYPRUS	1079	30	30	1	61	5	0	62	14	7	83	8
IRAN	4756	265	367	14	646	14	8	162	54	15	239	5
IRAQ	397	23	21	2	46	12	1	20	1	3	25	6
ISRAEL	1737	51	52	2	105	6	29	86	66	42	223	13
JORDAN	3097	73	56	3	137	5	11	133	1	14	159	5
KUWAIT	1409	12	17	2	31	2	3	62	10	31	106	8
LEBANON	2971	55	60	5	120	4	3	85	15	11	114	4
OMAN	442	29	3	0	32	7	2	29	1	6	38	9
QATAR	328	7	3	1	11	3	0	20	3	1	24	7
SAUDI ARABIA	2713	57	35	9	101	4	4	184	11	73	272	10
SYRIA	955	15	33	2	50	6	1	19	4	3	27	3
TURKEY	2245	116	43	3	162	8	7	187	24	10	228	11
UNITED ARAB EMIRATES	943	5	7	1	13	1	10	49	1	5	65	7
YEMEN ARAB REPUBLIC	376	17	3	0	20	6	0	17	2	8	27	7
YEMEN, PEOPLE'S DEM. REP.	22	0	0	0	0	0	0	2	0	1	3	14
MIDDLE EAST	23680	764	733	45	1542	7	81	1125	208	234	1643	7
ASIA	158853	9130	6150	394	15674	10	492	8376	1382	1136	11386	8
ALBANIA	1	0	0	0	0	0	0	0	0	0	0	0
BULGARIA	46	5	4	0	9	20	0	0	0	0	0	0
CZECHOSLOVAKIA	46	3	3	0	6	13	0	2	2	0	4	9
GERMAN DEMOCRATIC REP.	29	2	1	0	3	11	0	0	0	1	1	4
HUNGARY	236	17	5	0	22	10	1	26	4	0	31	13
POLAND	623	52	17	0	69	11	3	42	6	4	55	9
ROMANIA	79	7	4	1	12	16	1	3	2	0	6	8
U. S. S. R.	291	8	5	0	13	5	1	17	3	0	21	8
YUGOSLAVIA	677	57	33	1	91	14	1	35	10	0	46	7
EASTERN EUROPE	2028	151	72	2	225	12	7	125	27	5	164	8
WESTERN EUROPE, UNSPECIFIED	8	0	0	0	0	0	1	1	0	0	2	25

LOCATION		PHYSICAL & LIFE SCIENCES					SOCIAL SCIENCE					
		PHYS SCI	LIFE SCI	TECHNOL	TOTAL		AREA STU	SOC SCI	PSYCH	PUBL AFF	TOTAL	
		NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	NUM	NUM	% FOS
ANDORRA	3	0	0	0	0	0	0	1	0	0	1	33
AUSTRIA	326	11	8	0	19	6	1	30	6	1	38	12
BELGIUM	607	24	20	1	45	8	0	57	7	4	68	12
DENMARK	487	12	10	1	23	5	2	39	7	1	49	10
FINLAND	472	13	12	0	25	5	0	36	10	2	48	11
FRANCE	3178	149	45	2	196	6	9	181	17	12	219	7
GERMANY, FED. REP. OF	4463	301	166	5	472	11	48	421	101	40	610	14
GIBRALTAR	2	0	0	0	0	0	0	0	0	0	0	0
GREECE	2703	227	96	5	328	12	1	214	38	18	271	10
ICELAND	482	14	8	0	22	5	0	34	14	5	53	11
IRELAND	334	22	30	0	52	6	3	53	23	10	89	11
ITALY	1300	54	36	1	121	10	13	143	17	6	179	14
LIECHTENSTEIN	3	0	0	0	0	0	0	0	0	0	0	0
LUXEMBOURG	19	0	1	0	1	5	0	4	0	0	4	21
MALTA	30	2	1	0	3	11	1	0	2	1	4	14
MONACO	6	1	0	0	1	17	0	0	0	1	1	17
NETHERLANDS	1272	52	61	3	116	9	4	97	37	5	143	12
NORWAY	1458	18	8	0	26	2	4	61	13	2	80	6
PORTUGAL	459	21	26	3	50	11	6	45	9	1	61	14
SAN MARINO	2	1	0	0	1	50	0	0	0	0	0	0
SPAIN	2300	51	62	4	117	5	17	149	19	18	203	9
SWEDEN	1129	34	18	0	52	5	1	121	9	4	135	12
SWITZERLAND	728	21	16	1	38	5	5	43	8	4	60	9
UNITED KINGDOM	4452	208	153	3	364	9	65	417	90	39	611	14
WESTERN EUROPE	26723	1266	777	29	2072	8	181	2147	427	174	2929	11
EUROPE, UNSPECIFIED	1	0	0	0	0	0	0	0	0	1	1	100
EUROPE REGION UNSPECIFIED	1	0	0	0	0	0	0	0	0	1	1	100
EUROPE	28752	1417	949	31	2297	8	188	2272	454	180	3094	11
CARIBBEAN, UNSPECIFIED	145	1	4	0	5	3	0	2	5	2	9	6
ARUBA	36	0	4	0	4	11	0	1	1	0	2	6
BAHAMAS	1149	23	58	0	81	7	1	34	26	23	84	7
BARBADOS	251	8	15	0	23	9	1	8	8	3	20	8
CAYMAN ISLANDS	58	0	0	0	0	0	0	1	1	4	6	11
CUBA	828	1	1	0	2	0	0	3	0	0	3	0
DOMINICAN REPUBLIC	585	10	14	1	25	4	3	33	4	6	46	8
GUADELOUPE	6	0	1	0	1	20	0	0	0	0	0	0
HAITI	1035	9	16	6	31	3	0	19	8	4	31	3
JAMAICA	1515	26	58	2	86	6	2	56	36	15	109	7
ANTIGUA	123	2	4	0	6	5	0	6	2	1	9	8
BRITISH VIRGIN ISLANDS	48	1	1	0	2	4	0	2	1	1	4	8
MONTSERRAT	11	0	1	0	1	9	0	1	0	0	1	9
ST. KITTS-NEVIS	35	0	1	0	1	3	0	4	1	0	5	14
ANGUILLA	9	0	0	0	0	0	0	2	0	0	2	22

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY										
		PHYSICAL & LIFE SCIENCES						SOCIAL SCIENCE				
		PHYS SCI	LIFE SCI	TECHNOL	TOTAL		AREA STU	SOC SCI	PSYCH	PUBL AFF	TOTAL	
		NUM	NUM	NUM	NUM	% FOS	NUM	NUM	NUM	NUM	NUM	% FOS
MARTINIQUE	9	0	1	1	2	22	0	0	0	0	0	0
NETHERLANDS ANTILLES	412	6	14	0	20	5	1	14	13	3	31	8
TRINIDAD & TOBAGO	1342	36	56	3	95	7	0	55	37	13	105	8
TURKS & CAICOS ISLANDS	14	0	0	0	0	0	0	0	0	0	0	0
WINDWARD ISLANDS	17	0	0	0	0	0	0	0	0	0	0	0
DOMINICA	65	1	3	0	4	6	0	0	2	1	3	5
GRENADA	118	7	2	0	9	8	0	6	4	1	11	9
ST. LUCIA	55	0	4	0	4	7	0	4	2	1	7	13
ST. VINCENT	46	0	4	0	4	9	0	5	2	0	7	15
CARIBBEAN	7912	131	262	13	406	5	8	256	153	78	495	6
CENTRAL AMERICA, UNSPECIFIE	8	0	0	0	0	0	0	2	0	0	2	25
BELIZE	257	10	9	0	19	8	1	14	5	2	22	10
COSTA RICA	752	27	15	0	42	6	6	66	13	10	95	13
EL SALVADOR	928	8	9	2	19	2	2	55	18	3	78	9
GUATEMALA	709	24	19	1	44	7	0	21	10	5	36	6
HONDURAS	1013	12	19	1	32	3	0	44	7	8	59	6
MEXICO	3956	145	149	2	296	8	11	200	61	21	293	8
NICARAGUA	1980	10	15	0	25	1	0	24	10	2	36	2
PANAMA	1473	17	32	2	51	4	1	69	32	7	109	8
CENTRAL AMERICA	11076	253	267	8	528	5	21	495	156	58	730	7
SOUTH AMERICA, UNSPECIFIED	3	0	0	0	0	0	0	0	0	0	0	0
ARGENTINA	1178	55	47	3	105	9	9	110	16	8	143	13
BOLIVIA	733	12	9	0	21	3	3	55	7	7	72	10
BRAZIL	2341	64	124	6	194	9	6	147	41	13	207	9
CHILE	687	36	38	1	75	11	4	67	21	4	96	14
COLOMBIA	2138	56	62	1	119	6	7	124	23	13	167	8
ECUADOR	758	13	24	1	38	5	1	50	12	4	67	9
FALKLAND ISLANDS	8	0	0	0	0	0	0	0	0	0	0	0
FRENCH GUIANA	4	1	0	0	1	25	0	0	0	0	0	0
GUYANA	298	13	9	0	22	8	2	23	4	3	32	11
PARAGUAY	168	3	2	0	5	3	2	15	4	2	23	14
PERU	1767	31	49	4	84	5	8	158	14	10	190	11
SURINAME	116	4	6	0	10	9	0	6	0	0	6	5
URUGUAY	154	5	3	0	8	5	2	9	4	2	17	11
VENEZUELA	1797	62	54	2	118	7	3	81	25	11	120	7
SOUTH AMERICA	12150	355	427	18	800	7	47	845	171	77	1140	10
LATIN AMERICA	31138	739	956	39	1734	6	76	1596	480	213	2365	8
BERMUDA	513	7	14	1	22	4	1	18	16	13	43	9
CANADA	11042	308	356	7	671	6	35	583	455	287	1360	13
ST. PIERRE + MIQUELON	2	0	0	0	0	0	0	0	0	0	0	0
NORTH AMERICAN REGION	11557	315	370	8	693	6	36	601	471	300	1408	12
NORTH AMERICA	11557	315	370	8	693	6	36	601	471	300	1408	12
AUSTRALIA	1141	35	38	2	75	7	3	78	26	18	125	11
NEW ZEALAND	387	18	15	0	33	9	6	32	10	15	63	16
AUSTRALIA + NEW ZEALAND	1528	53	53	2	108	7	9	110	36	33	188	13

LOCATION		FIELD OF STUDY: PHYSICAL & LIFE SCIENCES											
		PHYS SCI	LIFE SCI	TECHNOL	TOTAL		AREA STU	SOC SCI	PSYCH	PUBL AFF	TOTAL		
		NUM	NUM	NUM	NUM	% FS	NUM	NUM	NUM	NUM	NUM	% FOS	
SOLOMON ISLANDS	1	0	0	0	0	0	0	0	0	0	0	0	
COOK ISLANDS	2	0	0	0	0	0	0	0	0	0	0	0	
FIJI	119	4	6	0	10	9	0	10	0	0	10	9	
FRENCH POLYNESIA	46	0	2	0	2	4	0	0	0	0	0	0	
KIRIBATI	24	1	0	0	1	4	0	2	0	0	2	8	
MARSHALL ISLANDS	8	0	0	0	0	0	0	1	1	0	2	25	
NEW CALEDONIA	3	0	0	0	0	0	0	0	0	0	0	0	
PAPUA-NEW GUINEA	16	1	0	0	1	6	0	0	0	0	0	0	
NIUE	1	0	0	0	0	0	0	0	0	0	0	0	
PACIFIC ISLANDS, TRUST TER.	274	2	5	0	7	3	0	25	2	17	44	16	
PALAU	178	0	4	0	4	2	0	15	4	18	37	21	
TONGA	110	0	1	0	1	1	0	7	0	2	9	8	
TUVALU	1	0	0	0	0	0	0	1	0	0	1	100	
WESTERN SAMOA	110	0	1	0	1	1	0	4	0	1	5	5	
PACIFIC OCEAN ISLAND AREA	893	8	19	0	27	3	0	65	7	38	110	12	
OCEANIA	2421	61	72	2	135	6	9	175	43	71	298	13	
STATELESS	212	4	3	0	7	3	0	9	0	5	14	7	
STATELESS REGION	212	4	3	0	7	3	0	9	0	5	14	7	
STATELESS OR UNKNOWN	212	4	3	0	7	3	0	9	0	5	14	7	
******** FINAL TOTALS ****	252998	12482	9209	504	22195	9	849	14398	3042	2142	20431	8	

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY: OTHER FIELDS OF STUDY									
		COMMUNIC	HOME EC	LAW	LIB/GEN	LIBRARY	MILITARY	MULTDISC	PEPS SOC	TOTAL	
		NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% OTH
UNKNOWN AREA OF WORLD	4305	35	71	13	90	0	0	31	8	248	6
UNKNOWN AREA OF WORLD	4305	35	71	13	90	0	0	31	8	248	6
UNKNOWN AREA OF WORLD	4305	35	71	13	90	0	0	31	8	248	6
EASTERN AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0
DJIBOUTI	12	0	0	0	0	0	1	1	0	2	17
BURUNDI	43	1	0	0	0	0	1	0	0	2	5
COMOROS	13	0	0	0	1	0	0	0	0	1	8
ETHIOPIA	1285	7	6	2	112	3	0	7	2	139	11
KENYA	1354	24	16	9	55	1	2	5	4	115	9
MADAGASCAR	46	1	0	0	0	0	0	0	0	1	2
MALAWI	171	3	2	2	7	1	1	1	0	17	11
MAURITIUS	91	0	0	0	2	0	0	0	2	4	5
MOZAMBIQUE	25	0	0	0	0	0	0	0	0	0	0
ZIMBABWE	343	7	4	0	13	0	1	1	0	26	8
RWANDA	71	0	0	0	4	0	1	0	0	5	7
SEYCHELLES	17	1	0	1	0	0	0	1	0	3	18
SOMALIA	239	1	4	1	21	1	2	0	0	30	13
TANZANIA	366	6	1	1	9	3	0	3	1	24	7
UGANDA	321	6	2	1	15	0	1	2	1	28	9
ZAMBIA	254	1	2	2	11	1	0	1	0	18	7
EASTERN AFRICA	4653	58	37	18	250	10	10	22	10	415	9
CENTRAL AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0
ANGOLA	21	0	0	0	1	0	0	0	0	1	5
CAMEROON	733	17	5	5	33	3	1	2	2	68	10
CENTRAL AFRICAN REPUBLIC	17	0	0	0	0	0	0	0	0	0	0
CHAD	13	0	0	0	1	0	0	0	0	1	8
CONGO	20	0	0	0	3	0	0	0	0	3	16
EQUATORIAL GUINEA	8	0	0	0	0	0	0	0	0	0	0
GABON	20	0	0	0	1	0	0	0	0	1	6
SAO TOME & PRINCIPE	7	0	0	0	0	0	0	0	0	0	0
ZAIRE	243	4	2	2	11	0	2	0	0	21	9
CENTRAL AFRICA	1084	21	7	7	50	3	3	2	2	95	9
NORTH AFRICA, UNSPECIFIED	3	0	0	0	0	0	0	0	0	0	0
ALGERIA	311	1	1	1	4	0	0	2	0	9	3
CANARY ISLANDS	2	0	0	0	1	0	0	0	0	1	50
EGYPT	1186	11	3	1	27	2	1	6	1	52	5
LIBYA	114	0	0	0	0	0	0	1	1	2	2
MOROCCO	687	4	4	0	34	4	2	5	1	54	8
WESTERN SAHARA	1	0	0	0	0	0	0	0	0	0	0
SUDAN	348	7	1	2	7	0	2	4	1	24	7
TUNISIA	482	2	2	0	7	1	2	1	0	15	3
NORTH AFRICA	3134	25	11	4	80	7	7	19	4	157	5
SOUTHERN AFRICA, UNSPECIFIE	5	0	0	0	0	0	0	0	0	0	0
BOTSWANA	180	3	1	0	2	0	0	0	0	6	3

LOCATION		FIELD OF STUDY: OTHER FIELDS OF STUDY									
		COMMUNIC	HOME EC	LAW	LIB/GEN	LIBRARY	MILITARY	MULTDISC	PERS SOC	TOTAL	
		NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% OTH
LESOTHO	80	4	2	1	0	0	0	0	0	7	9
NAMIBIA	136	1	0	2	3	0	0	1	2	9	7
SOUTH AFRICA	1315	26	12	14	74	3	1	10	5	145	11
SWAZILAND	120	4	5	2	3	0	0	1	0	20	17
SOUTHERN AFRICA	1636	35	20	19	37	3	1	12	7	187	10
WEST AFRICA, UNSPECIFIED	12	0	0	0	2	0	0	0	0	2	17
CAPE VERDE	31	0	0	0	1	0	0	0	0	1	3
BENIN	20	0	0	0	1	1	1	0	0	3	16
GAMBIA	148	1	1	2	3	0	0	0	0	12	8
GHANA	706	7	4	10	34	2	0	4	2	63	9
GUINEA	43	0	0	0	4	0	0	0	0	4	10
GUINEA-BISSAU	10	0	0	0	0	0	0	1	0	1	10
IVORY COAST	234	2	0	0	10	0	1	2	0	15	7
LIBERIA	415	12	3	4	16	2	1	3	0	41	10
MALI	75	1	0	0	0	0	1	1	0	3	4
MAURITANIA	40	0	1	1	0	0	1	0	0	3	8
NIGER	43	0	0	0	0	0	0	0	0	0	0
NIGERIA	2752	65	48	27	77	6	1	12	3	241	9
SENEGAL	153	2	0	3	7	0	1	0	0	13	9
SIERRA LEONE	263	5	4	3	21	0	0	1	1	35	14
TOGO	58	0	2	3	2	0	0	0	0	7	13
BURKINA FASO	30	0	0	0	0	0	0	0	0	0	0
WEST AFRICA	5036	95	63	55	183	11	7	24	6	444	9
AFRICA, UNSPECIFIED	15	0	0	0	4	0	0	0	1	5	33
AFRICA REGION UNSPECIFIED	15	0	0	0	4	0	0	0	1	5	33
AFRICA	15760	237	138	103	654	34	28	79	30	1303	9
EAST ASIA, UNSPECIFIED	9	0	0	0	0	0	4	0	0	4	44
CHINA	22670	176	108	103	245	78	1	143	48	902	4
TAIWAN	19017	367	222	71	152	95	4	71	16	998	6
HONG KONG	6794	101	64	13	176	11	0	19	65	449	7
JAPAN	19577	574	132	116	1827	6	4	100	53	2812	15
KOREA, DEMOCRATIC PEOPLES RE	27	0	0	0	4	0	0	0	0	4	15
KOREA, REPUBLIC OF	13566	207	243	49	237	38	4	49	13	840	7
MACAO	111	3	1	0	2	0	0	0	1	7	7
MONGOLIA	1	0	0	0	0	0	0	0	0	0	0
EAST ASIA	81772	1428	770	352	2643	228	17	382	196	6016	8
SOUTH CENTRAL ASIA, UNSPECIF	4	0	0	0	0	0	0	0	0	0	0
AFGHANISTAN	85	1	0	1	14	0	0	0	0	16	20
BANGLADESH	1629	8	3	3	56	0	1	8	2	81	5
BHUTAN	16	0	0	0	0	0	0	1	0	1	6
INDIA	18039	195	123	32	298	14	2	55	21	700	4
MALDIVES	3	0	0	0	0	0	0	0	0	0	0
NEPAL	448	5	2	2	32	0	2	1	2	46	11
PAKISTAN	4838	39	10	7	150	2	3	18	0	229	5
SRI LANKA	1575	11	7	6	31	0	0	5	2	62	4

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY									
		COMMUNIC	HOME EC	LAW	OTHER FIELDS OF STUDY LIB/GEN	LIBRARY	MILITARY	MULTDISC	PERS SOC	TOTAL	
		NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% OTH
SOUTH CENTRAL ASIA	26637	259	145	51	541	16	8	85	27	1135	4
SOUTH-EAST ASIA, UNSPECIFIE	8	0	0	0	0	0	0	0	0	0	0
BRUNEI	14	0	0	0	0	0	0	0	0	0	0
MYANMAR, UNION OF	213	3	0	1	10	0	0	1	0	15	7
INDONESIA	5099	53	54	10	118	3	1	24	7	275	5
CAMBODIA	89	2	0	0	9	0	0	0	0	11	14
LAOS	347	0	0	1	25	0	0	0	183	209	61
MALAYSIA	2466	134	66	5	92	5	2	32	12	349	4
PHILIPPINES	2720	54	26	13	110	2	4	13	10	237	9
PORTUGUESE TIMOR	2	0	0	0	0	0	0	0	0	0	0
SINGAPORE	2663	105	22	2	51	2	3	9	25	222	8
THAILAND	4119	158	28	29	34	6	8	13	2	328	6
VIETNAM	824	10	2	1	105	0	0	2	0	120	16
SOUTH-EAST ASIA	26764	524	198	63	604	18	18	94	242	1766	7
MIDDLE EAST, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0
BAHRAIN	209	2	1	0	7	0	1	1	0	12	6
CYPRUS	1079	22	6	1	29	1	0	2	2	63	6
IRAN	4756	22	45	16	276	2	1	45	5	412	9
IRAQ	397	2	4	1	7	0	0	3	0	17	4
ISRAEL	1737	34	12	10	108	4	1	3	1	173	10
JORDAN	3097	18	9	5	107	8	3	13	4	167	6
KUWAIT	1409	40	4	0	48	25	0	4	0	121	9
LEBANON	2971	35	21	6	134	3	1	9	1	210	7
OMAN	442	3	2	0	21	1	1	1	0	29	7
QATAR	328	5	0	0	7	2	0	2	0	16	5
SAUDI ARABIA	2713	41	17	18	63	14	5	11	1	170	7
SYRIA	955	4	1	2	35	1	0	2	1	46	5
TURKEY	2245	21	11	3	50	1	7	11	1	105	5
UNITED ARAB EMIRATES	943	7	3	0	30	0	0	4	1	45	5
YEMEN ARAB REPUBLIC	376	2	2	0	13	1	1	0	0	19	5
YEMEN, PEOPLE'S DEM. REP.	22	0	0	0	0	0	0	0	0	0	0
MIDDLE EAST	23680	258	138	62	935	63	21	111	17	1605	7
ASIA	158853	2469	1251	533	4723	325	64	675	482	10522	7
ALBANIA	1	0	0	0	0	0	0	0	0	0	0
BULGARIA	46	0	1	0	4	0	0	2	0	7	16
CZECHOSLOVAKIA	46	0	0	1	4	0	0	0	1	6	13
GERMAN DEMOCRATIC REP.	29	0	1	0	5	0	0	0	0	6	22
HUNGARY	236	3	1	1	9	1	0	4	2	21	9
POLAND	623	4	5	2	31	1	0	0	0	43	7
ROMANIA	79	2	2	1	2	0	0	2	0	9	12
U. S. S. R.	291	2	1	2	31	0	0	2	0	38	14
YUGOSLAVIA	677	7	2	2	15	1	0	2	1	30	5
EASTERN EUROPE	2028	18	13	9	101	3	0	12	4	160	8
WESTERN EUROPE, UNSPECIFIED	8	0	0	2	0	0	0	0	0	2	25

LOCATION		FIELD OF STUDY: OTHER FIELDS OF STUDY									
		COMMUNIC	HOME EC	LAW	LIB/GEN	LIBRARY	MILITARY	MULTDISC	PERS SOC	TOTAL	
		NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% OTH
ANDORRA	3	0	0	0	0	0	0	0	0	0	0
AUSTRIA	326	9	4	5	15	0	0	0	2	35	11
BELGIUM	607	12	1	26	20	1	1	5	2	68	12
DENMARK	487	22	4	6	50	0	1	1	5	89	19
FINLAND	472	9	5	2	16	0	0	0	7	39	9
FRANCE	3175	99	10	31	156	0	1	7	6	310	10
GERMANY, FED. REP. OF	4463	95	25	48	203	4	7	20	5	407	11
GIBRALTAR	2	0	0	0	2	0	0	0	0	2	100
GREECE	2703	34	7	13	80	3	4	9	6	156	6
ICELAND	482	24	8	2	12	0	0	2	2	50	11
IRELAND	834	26	8	7	28	0	1	3	6	79	10
ITALY	1300	33	5	12	60	0	1	2	1	114	9
LIECHTENSTEIN	3	0	0	1	0	0	0	0	0	1	50
LUXEMBOURG	19	2	1	0	0	0	0	0	0	3	16
MALTA	30	0	0	2	0	0	0	0	0	2	7
MONACO	6	0	0	1	0	0	0	0	0	1	17
NETHERLANDS	1272	29	6	21	76	0	1	8	4	147	12
NORWAY	1458	77	6	4	54	0	2	6	0	151	11
PORTUGAL	459	1	7	2	16	0	1	0	1	35	8
SAN MARINO	2	0	0	0	0	0	0	0	0	0	0
SPAIN	2300	59	7	17	116	2	2	5	4	212	9
SWEDEN	1129	32	13	8	85	0	1	6	7	155	14
SWITZERLAND	728	17	4	13	36	0	2	5	3	80	11
UNITED KINGDOM	4452	130	25	39	306	8	1	26	29	564	13
WESTERN EUROPE	26723	717	150	262	1394	18	26	105	90	2762	11
EUROPE, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0
EUROPE REGION UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0
EUROPE	28752	735	163	271	1495	21	26	117	94	2922	11
CARIBBEAN, UNSPECIFIED	145	2	0	0	5	1	0	0	0	6	4
ARUBA	36	0	1	0	3	0	0	0	0	4	11
BAHAMAS	1149	21	11	2	106	0	0	2	7	149	13
BARBADOS	251	8	3	4	12	2	0	0	3	32	13
CAYMAN ISLANDS	58	2	0	0	1	0	0	0	0	3	5
CUBA	826	0	4	0	375	0	0	2	0	381	46
DOMINICAN REPUBLIC	585	5	2	2	25	3	0	2	1	40	7
GUADELOUPE	6	0	0	0	0	0	0	0	0	0	0
HAITI	1035	6	7	3	281	0	0	1	0	298	29
JAMAICA	1515	38	23	12	161	0	0	1	6	241	16
ANTIGUA	123	1	1	0	3	0	0	0	0	5	4
BRITISH VIRGIN ISLANDS	48	1	0	0	3	0	0	0	0	4	8
MONTSERRAT	11	0	0	0	0	0	0	0	0	0	0
ST. KITTS-NEVIS	35	2	0	0	1	0	0	1	0	4	11
ANGUILLA	9	0	1	0	0	0	0	0	0	1	11

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY									
		COMMUNIC	HOME EC	LAW	OTHER FIELDS OF STUDY LIB/GEN	LIBRARY	MILITARY	MULTDISC	PERS SOC	TOTAL	
		NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% OTH
MARTINIQUE	9	0	0	0	0	0	0	0	0	0	0
NETHERLANDS ANTILLES	412	11	3	0	23	0	1	1	2	41	10
TRINIDAD & TOBAGO	1342	37	15	4	94	2	0	4	7	166	13
TURKS & CAICOS ISLANDS	14	0	1	0	0	0	0	0	0	1	7
WINDWARD ISLANDS	17	0	0	0	5	0	0	0	0	5	31
DOMINICA	65	1	0	0	1	0	0	0	0	2	3
GRENADA	118	6	0	1	1	0	0	1	1	10	9
ST. LUCIA	55	0	1	0	5	0	0	0	0	6	11
ST. VINCENT	46	0	1	2	4	0	0	0	0	7	15
CARIBBEAN	7912	141	77	30	1107	8	1	15	27	1406	18
CENTRAL AMERICA, UNSPECIFIE	8	1	0	0	0	0	0	1	0	2	25
BELIZE	257	5	3	0	5	0	0	0	0	14	6
COSTA RICA	752	14	13	6	25	0	0	4	3	65	9
EL SALVADOR	926	13	13	3	34	1	0	4	0	118	14
GUATEMALA	709	13	10	1	38	1	1	4	0	68	11
HONDURAS	1013	11	19	2	53	1	1	2	1	100	10
MEXICO	3956	67	31	9	171	1	1	21	4	305	8
NICARAGUA	1980	4	9	3	893	0	0	0	2	911	47
PANAMA	1473	32	24	17	127	0	6	0	1	207	15
CENTRAL AMERICA	11076	160	122	41	1407	4	9	36	11	1790	17
SOUTH AMERICA, UNSPECIFIED	3	0	0	0	1	0	0	0	0	1	33
ARGENTINA	1178	21	9	20	94	2	3	10	0	159	14
BOLIVIA	733	15	2	2	59	0	0	0	2	90	13
BRAZIL	2341	58	22	16	147	9	4	8	5	270	12
CHILE	687	7	3	5	53	0	0	3	0	61	12
COLOMBIA	2138	38	20	14	240	2	4	3	4	330	16
ECUADOR	758	17	6	2	91	1	0	4	1	124	17
FALKLAND ISLANDS	8	0	0	0	0	0	0	0	0	0	0
FRENCH GUIANA	4	0	0	0	0	0	0	0	0	0	0
GUYANA	298	8	5	3	19	1	0	0	1	37	13
PARAGUAY	166	6	1	3	9	0	0	0	0	19	12
PERU	1767	33	19	8	245	3	1	2	3	314	18
SURINAME	116	2	1	0	12	0	0	0	1	16	14
URUGUAY	154	1	2	1	14	0	0	1	0	19	13
VENEZUELA	1797	42	10	8	175	0	3	6	1	245	14
SOUTH AMERICA	12150	248	102	82	1179	18	15	42	17	1705	14
LATIN AMERICA	31138	549	301	153	3693	30	25	93	57	4901	16
BERMUDA	513	10	12	2	35	0	0	1	3	63	12
CANADA	11042	181	78	95	700	12	8	56	66	1196	11
ST. PIERRE + MIQUELON	2	0	0	0	0	0	0	0	0	0	0
NORTH AMERICAN REGION	11557	191	90	97	735	12	8	57	69	1259	11
NORTH AMERICA	11557	191	90	97	735	12	8	57	69	1259	11
AUSTRALIA	1141	29	14	8	55	3	1	6	9	125	11
NEW ZEALAND	387	9	2	5	11	1	0	2	0	30	8
AUSTRALIA + NEW ZEALAND	1528	38	16	13	66	4	1	8	9	155	11

Table C.1 Field of Study by Country of Origin

LOCATION		FIELD OF STUDY: OTHER FIELDS OF STUDY									
		COMMUNIC	HOME EC	LAW	LIT/GEN	LIBRARY	MILITARY	MULTDISC	PERS SOC	TOTAL	
		NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	NUM	% OTH
SOLOMON ISLANDS	1	0	0	0	0	0	0	0	0	0	0
COOK ISLANDS	2	0	0	0	0	0	0	0	0	0	0
FIJI	114	1	2	0	4	0	0	5	0	12	10
FRENCH POLYNESIA	46	0	1	0	1	0	0	0	0	2	4
KIRIBATI	24	0	0	0	0	0	0	0	0	0	0
MARSHALL ISLANDS	8	0	0	1	2	0	0	0	0	3	38
NEW CALEDONIA	3	0	0	0	1	0	0	0	0	1	33
PAPUA-NEW GUINEA	16	0	0	1	0	0	0	0	0	1	6
NIUE	1	0	0	0	0	0	0	0	0	0	0
PACIFIC ISLANDS, TRUST TER.	274	3	2	5	58	0	0	5	2	75	27
PALAU	176	4	1	1	24	0	0	0	0	30	17
TONGA	110	0	0	0	3	0	0	4	0	7	6
TUVALU	1	0	0	0	0	0	0	0	0	0	0
WESTERN SAMOA	110	1	1	0	2	0	0	1	0	5	5
PACIFIC OCEAN ISLAND AREA	893	9	7	8	95	0	0	15	2	136	15
OCEANIA	2421	47	23	21	161	4	1	23	11	291	12
STATELESS	212	1	0	11	22	1	0	6	0	45	22
STATELESS REGION	212	1	0	11	22	1	0	6	0	45	22
STATELESS OR UNKNOWN	212	1	0	11	22	1	0	6	0	45	22
******** FINAL TOTALS ****	252996	4266	2037	1202	11573	427	152	1083	751	21491	9

C.2 *Field of Study of Foreign Students by Country of Origin*

LOCATION		FIELD OF STUDY: INTENSIVE ENGLISH		FIELD OF STUDY: NOT DECLARED		FIELD OF STUDY: GRAND TOTAL	
		NUM	% FOS	NUM	% FOS	NUM	% FOS
UNKNOWN AREA OF WORLD	4305	136	3	152	4	4155	97
UNKNOWN AREA OF WORLD	4305	136	3	152	4	4155	97
UNKNOWN AREA OF WORLD	4305	136	3	152	4	4155	97
EASTERN AFRICA, UNSPECIFIED	2	0	0	0	0	2	100
DJIBOUTI	12	0	0	0	0	12	100
BURUNDI	43	3	7	1	2	41	95
COMOROS	13	0	0	1	8	13	100
ETHIOPIA	1285	20	2	74	6	1233	96
KENYA	1354	1	0	65	5	1305	96
MADAGASCAR	46	0	0	1	2	42	91
MALAWI	171	1	1	9	6	161	94
MAURITIUS	91	1	1	2	2	87	96
MOZAMBIQUE	25	1	4	2	8	24	96
ZIMBABWE	343	1	0	24	7	327	95
RWANDA	71	3	4	1	1	68	96
SEYCHELLES	17	0	0	0	0	17	100
SOMALIA	239	9	4	10	4	233	97
TANZANIA	366	1	0	27	8	351	96
UGANDA	321	0	0	21	7	313	98
ZAMBIA	254	0	0	13	5	246	97
EASTERN AFRICA	4653	41	1	251	6	4475	96
CENTRAL AFRICA, UNSPECIFIED	2	0	0	1	50	2	100
ANGOLA	21	0	0	2	10	21	100
CAMEROON	733	7	1	24	3	715	98
CENTRAL AFRICAN REPUBLIC	17	0	0	2	12	17	100
CHAD	13	1	8	1	8	13	100
CONGO	20	1	5	1	5	19	95
EQUATORIAL GUINEA	8	1	13	0	0	8	100
GABON	20	1	6	1	6	18	90
SAO TOME & PRINCIPE	7	0	0	1	14	7	100
ZAIRE	243	5	2	12	5	239	98
CENTRAL AFRICA	1084	16	2	45	4	1059	98
NORTH AFRICA, UNSPECIFIED	3	0	0	0	0	3	100
ALGERIA	311	4	1	16	5	302	97
CANARY ISLANDS	2	0	0	0	0	2	100
EGYPT	1186	7	1	54	5	1131	95
LIBYA	114	0	0	4	4	111	97
MOROCCO	687	35	5	43	6	678	99
WESTERN SAHARA	1	0	0	0	0	0	0
SUDAN	348	4	1	8	2	334	96
TUNISIA	482	1	0	10	2	449	93
NORTH AFRICA	3134	51	2	135	4	3010	96
SOUTHERN AFRICA, UNSPECIFIE	5	0	0	0	0	5	100
BOTSWANA	180	0	0	6	3	176	98

C.2 *Gender of Foreign Students by Country of Origin*

SEX: MALE		SEX: FEMALE		SEX: TOTAL	
NUM	% M+F	NUM	% M+F	NUM	% ST3
2709	66	1395	34	4104	95
2709	66	1395	34	4104	95
2709	66	1395	34	4104	95
2	100	0	0	2	100
11	92	1	8	12	100
33	79	9	21	42	98
12	92	1	8	13	100
709	59	495	41	1204	94
850	67	426	33	1276	94
26	63	15	37	41	89
125	75	42	25	167	98
61	70	26	30	87	96
16	70	7	30	23	92
217	67	106	33	323	94
55	80	14	20	69	97
9	56	7	44	16	94
167	73	61	27	228	95
244	70	105	30	349	95
207	66	105	34	312	97
176	73	65	27	241	95
2920	66	1485	34	4405	95
2	100	0	0	2	100
16	89	2	11	18	86
409	59	280	41	689	94
14	88	2	13	16	94
9	90	1	10	10	77
13	68	6	32	19	95
7	100	0	0	7	88
14	70	6	30	20	100
2	29	5	71	7	100
175	78	50	22	225	93
661	65	352	35	1013	93
3	100	0	0	3	100
251	88	34	12	285	92
2	100	0	0	2	100
878	82	196	18	1074	91
103	95	5	5	108	95
518	82	114	18	632	92
0	0	1	100	1	100
288	87	44	13	332	95
366	81	88	19	454	94
2409	83	482	17	2891	92
2	50	2	50	4	80
115	66	58	34	173	96

LOCATION	FIELD OF STUDY: INTENSIVE ENGLISH NUM	INTENSIVE ENGLISH % FOS	NOT DECLARED NUM	NOT DECLARED % FOS	GRAND TOTAL NUM	GRAND TOTAL % FOS	SEX: MALE NUM	MALE % M+F	FEMALE NUM	FEMALE % M+F	TOTAL NUM	TOTAL % ST3
LESOTHO	80	0	1	1	77	96	45	60	30	40	75	94
NAMIBIA	138	0	14	10	137	99	87	63	51	37	138	100
SOUTH AFRICA	1315	3	84	7	1275	97	792	66	413	34	1205	92
SWAZILAND	120	1	4	3	118	98	69	62	42	38	111	93
SOUTHERN AFRICA	1838	4	109	6	1788	97	1110	65	596	35	1706	93
WEST AFRICA, UNSPECIFIED	12	0	0	0	12	100	12	100	0	0	12	100
CAPE VERDE	31	0	5	17	30	97	20	65	11	35	31	100
BENIN	20	2	0	0	19	95	15	75	5	25	20	100
GAMBIA	148	0	5	3	145	98	113	79	30	21	143	97
GHANA	706	0	25	4	683	97	514	77	152	23	666	94
GUINEA	43	1	4	10	40	93	34	89	4	11	38	88
GUINEA-BISSAU	10	0	0	0	10	100	7	70	3	30	10	100
IVORY COAST	234	2	13	6	230	98	174	78	48	22	222	95
LIBERIA	418	0	21	5	407	97	242	62	150	38	392	94
MALI	75	2	1	1	74	99	53	75	18	25	71	95
MAURITANIA	40	0	0	0	40	100	39	98	1	3	40	100
NIGER	43	0	3	7	42	98	31	79	8	21	39	91
NIGERIA	2752	5	119	5	2625	95	1849	73	682	27	2531	92
SENEGAL	153	3	19	13	144	94	107	72	42	28	149	97
SIERRA LEONE	263	0	12	5	252	96	149	60	98	40	247	94
TOGO	58	1	1	2	55	95	47	89	6	11	53	91
BURKINA FASO	30	0	1	4	26	87	24	89	3	11	27	90
WEST AFRICA	5036	16	229	5	4834	96	3430	73	1261	27	4691	93
AFRICA, UNSPECIFIED	15	0	0	0	15	100	8	53	7	47	15	100
AFRICA REGION UNSPECIFIED	15	0	0	0	15	100	8	53	7	47	15	100
AFRICA	15760	128	769	5	15181	96	10538	72	4133	28	14721	93
EAST ASIA, UNSPECIFIED	9	0	3	33	9	100	9	100	0	0	9	100
CHINA	22670	196	633	3	21753	96	13368	67	6599	33	19967	88
TAIWAN	19017	212	567	3	17820	94	9629	60	6289	40	15918	84
HONG KONG	6794	70	332	5	6438	95	3372	59	2355	41	5727	84
JAPAN	19577	1992	1653	9	18591	95	8267	48	8971	52	17238	88
KOREA, DEMOCRATIC PEOPLES RE	27	1	4	15	26	96	17	71	7	29	24	89
KOREA, REPUBLIC OF	13566	399	443	3	12916	95	9118	77	2760	23	11878	88
MACAO	111	4	5	5	106	95	53	52	48	48	101	91
MONGOLIA	1	0	1	100	1	100	1	100	0	0	1	100
EAST ASIA	81772	2874	3641	5	77660	95	43834	62	27029	38	70863	87
SOUTH CENTRAL ASIA, UNSPECIF	4	0	0	0	1	25	1	100	0	0	1	25
AFGHANISTAN	85	3	9	11	80	94	51	66	26	34	77	91
BANGLADESH	1629	5	62	4	1551	95	1250	83	253	17	1503	92
BHUTAN	16	0	2	13	16	100	12	86	2	14	14	88
INDIA	18039	9	392	2	17351	96	12629	78	3616	22	16245	90
MALDIVES	3	0	0	0	3	100	1	33	2	67	3	100
NEPAL	448	4	14	3	414	92	345	80	84	20	429	96
PAKISTAN	4838	14	182	4	4625	96	4071	91	406	9	4477	93
SRI LANKA	1575	1	106	7	1508	96	1043	73	394	27	1437	91

LOCATION	FIELD OF STUDY: INTENSIVE ENGLISH NUM	INTENSIVE ENGLISH % FOS	NOT DECLARED NUM	NOT DECLARED % FOS	GRAND TOTAL NUM	GRAND TOTAL % FOS	SEX: MALE NUM	MALE % M+F	FEMALE NUM	FEMALE % M+F	TOTAL NUM	TOTAL % ST3
SOUTH CENTRAL ASIA	26637	36	767	3	25549	96	19403	80	4783	20	24186	91
SOUTH-EAST ASIA, UNSPECIFIE	8	0	0	0	8	100	4	50	4	50	8	100
BRUNEI	14	0	2	17	12	86	10	83	2	17	12	86
MYANMAR, UNION OF	213	3	10	5	208	98	125	66	63	34	188	88
INDONESIA	6099	104	207	4	5713	94	3428	70	1471	30	4899	80
CAMBODIA	89	0	9	12	78	88	41	55	34	45	75	96
LAOS	347	9	17	5	343	99	222	66	112	34	334	96
MALAYSIA	9466	70	231	3	8715	92	5407	67	2632	33	8039	85
PHILIPPINES	2720	37	119	5	2618	96	1156	49	1199	51	2355	87
PORTUGUESE TIMOR	2	0	0	0	2	100	0	0	0	0	0	0
SINGAPORE	2863	8	107	4	2672	93	1662	64	897	36	2499	87
THAILAND	4119	138	135	4	3932	95	2030	59	1453	41	3533	86
VIETNAM	824	60	94	13	733	89	410	61	266	39	676	82
SOUTH-EAST ASIA	26764	457	951	4	25034	94	14485	64	8133	36	22618	85
MIDDLE EAST, UNSPECIFIED	1	0	0	0	1	100	1	100	0	0	1	100
BAHRAIN	209	1	12	6	202	97	169	87	26	13	195	93
CYPRUS	1079	19	30	3	1041	96	750	75	249	25	999	93
IRAN	4756	44	213	5	4556	95	2314	67	1405	33	4219	89
IRAQ	397	4	14	4	386	97	313	87	48	13	361	91
ISRAEL	1737	23	74	4	1672	96	1089	70	466	30	1555	90
JORDAN	3097	104	124	4	2891	93	2480	91	246	9	2726	88
KUWAIT	1409	22	69	5	1364	97	1229	93	99	7	1328	94
LEBANON	2971	30	133	5	2822	95	2268	85	411	15	2679	90
OMAN	442	20	30	7	430	97	375	88	50	12	425	96
QATAR	328	8	21	7	322	98	292	94	20	6	312	95
SAUDI ARABIA	2713	92	140	5	2605	96	2341	91	245	9	2586	95
SYRIA	955	37	36	4	902	94	755	90	88	10	843	88
TURKEY	2245	83	139	6	2160	96	1468	75	502	25	1970	88
UNITED ARAB EMIRATES	943	26	73	8	879	93	773	93	63	7	841	89
YEMEN ARAB REPUBLIC	376	12	18	5	361	96	316	94	20	6	336	89
YEMEN, PEOPLE'S DEM. REP.	22	0	3	14	21	95	21	95	1	5	22	100
MIDDLE EAST	23680	525	1129	5	22615	96	17459	82	3939	18	21398	90
ASIA	158853	3862	6488	4	150858	95	95181	68	43884	32	139065	88
ALBANIA	1	0	0	0	1	100	1	100	0	0	1	100
BULGARIA	46	0	2	5	44	96	26	58	19	42	45	98
CZECHOSLOVAKIA	46	1	3	7	46	100	24	55	20	45	44	96
GERMAN DEMOCRATIC REP.	29	0	5	19	27	93	13	50	13	50	26	90
HUNGARY	236	15	23	10	230	97	122	56	94	44	216	92
POLAND	623	22	45	7	604	97	306	52	281	48	587	94
ROMANIA	79	1	6	11	74	94	36	51	34	49	70	89
U. S. S. R.	291	17	84	32	265	91	147	60	98	40	245	84
YUGOSLAVIA	677	6	34	5	657	97	394	64	217	36	611	90
EASTERN EUROPE	2028	62	204	10	1948	96	1069	58	776	42	1845	91
WESTERN EUROPE, UNSPECIFIED	8	0	0	0	8	100	0	0	3	100	3	38

LOCATION		FIELD OF STUDY: INTENSIVE ENGLISH NUM	INTENSIVE ENGLISH % FOS	NOT DECLARED NUM	NOT DECLARED % FOS	GRAND TOTAL NUM	GRAND TOTAL % FOS	SEX: MALE NUM	MALE % M+F	FEMALE NUM	FEMALE % M+F	TOTAL NUM	TOTAL % ST3
ANDORRA	3	0	0	0	0	3	100	2	100	0	0	2	67
AUSTRIA	326	2	1	44	14	322	99	182	61	117	39	299	92
BELGIUM	607	3	1	36	6	578	95	376	67	184	33	560	92
DENMARK	487	0	0	58	12	478	98	231	52	214	48	445	91
FINLAND	472	6	1	43	10	442	94	201	48	218	52	419	89
FRANCE	3178	53	2	289	9	3097	97	1547	55	1264	45	2811	88
GERMANY, FED. REP. OF	4463	33	1	399	9	4319	97	2374	59	1673	41	4047	91
GIBRALTAR	2	0	0	0	0	2	100	0	0	2	100	2	100
GREECE	2703	28	1	100	4	2638	98	1863	75	631	25	2494	92
ICELAND	482	1	0	21	4	470	98	277	65	152	35	429	89
IRELAND	834	0	0	72	9	811	97	444	60	299	40	743	89
ITALY	1300	41	3	74	6	1271	98	696	60	471	40	1167	90
LIECHTENSTEIN	3	0	0	0	0	2	67	1	100	0	0	1	33
LUXEMBOURG	19	0	0	0	0	19	100	12	67	6	33	18	95
MALTA	30	0	0	3	11	28	93	15	56	12	44	27	90
MONACO	6	0	0	1	17	6	100	4	67	2	33	6	100
NETHERLANDS	1272	0	0	104	8	1240	97	719	63	427	37	1146	90
NORWAY	1458	1	0	98	7	1393	96	812	65	436	35	1248	86
PORTUGAL	459	14	3	14	3	449	98	256	62	157	38	413	90
SAN MARINO	2	0	0	0	0	2	100	0	0	2	100	2	100
SPAIN	2300	48	2	245	11	2245	98	1366	66	711	34	2077	90
SWEDEN	1129	7	1	133	12	1096	97	605	58	436	42	1041	92
SWITZERLAND	728	34	5	57	8	702	96	398	64	225	36	623	86
UNITED KINGDOM	4452	4	0	439	10	4254	96	2504	62	1520	38	4024	90
WESTERN EUROPE	26723	250	1	2230	9	25375	97	14885	62	9162	38	24047	90
EUROPE, UNSPECIFIED	1	0	0	0	0	1	100	1	100	0	0	1	100
EUROPE REGION UNSPECIFIED	1	0	0	0	0	1	100	1	100	0	0	1	100
EUROPE	28752	342	1	2434	9	27824	97	15955	62	9938	38	25893	90
CARIBBEAN, UNSPECIFIED	145	0	0	38	27	143	99	63	56	50	44	113	78
ARUBA	36	0	0	3	8	36	100	14	39	22	61	36	100
BAHAMAS	1149	2	0	103	9	1126	98	501	47	558	53	1059	92
BARBADOS	251	0	0	20	8	248	99	128	53	113	47	241	96
CAYMAN ISLANDS	58	1	2	2	4	57	98	20	38	32	62	52	90
CUBA	828	0	0	248	30	826	100	358	43	469	57	827	100
DOMINICAN REPUBLIC	585	10	2	36	6	568	97	352	63	210	37	562	96
GUADELOUPE	6	0	0	0	0	5	83	5	100	0	0	5	83
HAITI	1035	10	1	178	18	1017	98	563	57	418	43	981	95
JAMAICA	1515	2	0	95	6	1484	98	662	48	724	52	1386	91
ANTIGUA	123	0	0	4	3	120	98	67	58	48	42	115	93
BRITISH VIRGIN ISLANDS	48	0	0	3	6	48	100	19	40	28	60	47	98
MONTSERRAT	11	1	9	2	18	11	100	2	18	9	82	11	100
ST. KITTS-NEVIS	35	0	0	0	0	35	100	20	61	13	39	33	94
ANGUILLA	9	0	0	0	0	9	100	6	75	2	25	8	89

LOCATION	FIELD OF STUDY: INTENSIVE ENGLISH NUM	INTENSIVE ENGLISH % FOS	NOT DECLARED NUM	NOT DECLARED % FOS	GRAND TOTAL NUM	GRAND TOTAL % FOS	SEX: MALE NUM	MALE % M+F	FEMALE NUM	FEMALE % M+F	TOTAL NUM	TOTAL % ST3
MARTINIQUE	0	0	1	11	9	100	6	67	3	33	9	100
NETHERLANDS ANTILLES	412	0	12	3	405	97	192	56	150	44	342	83
TRINIDAD & TOBAGO	1342	0	90	7	1309	93	609	49	646	51	1255	94
TURKS & CAICOS ISLANDS	14	0	1	7	14	100	8	62	5	38	13	93
WINDWARD ISLANDS	17	0	1	6	16	94	8	50	8	50	16	94
DOMINICA	65	0	3	5	65	100	31	50	31	50	62	95
GRENADA	115	1	4	3	116	98	59	53	52	47	111	94
ST. LUCIA	55	1	3	6	54	98	29	55	24	45	53	96
ST. VINCENT	46	0	1	2	46	100	19	44	24	56	43	93
CARIBBEAN	7912	28	546	11	7768	98	3741	51	3639	49	7380	93
CENTRAL AMERICA, UNSPECIFIE	8	0	0	0	8	100	4	50	4	50	8	100
BELIZE	257	1	9	4	230	89	124	59	86	41	210	82
COSTA RICA	752	22	38	5	719	96	402	60	266	40	668	89
EL SALVADOR	928	8	66	8	832	90	447	58	325	42	772	83
GUATEMALA	709	54	75	12	647	91	362	62	224	38	586	83
HONDURAS	1013	20	38	4	979	97	538	58	389	42	927	92
MEXICO	3956	150	440	12	3638	92	2278	66	1150	34	3428	87
NICARAGUA	1980	2	521	27	1950	98	1002	52	926	48	1928	97
PANAMA	1473	14	30	6	1416	96	729	56	577	44	1306	89
CENTRAL AMERICA	11076	271	1267	12	10419	94	5886	60	3947	40	9833	89
SOUTH AMERICA, UNSPECIFIED	3	0	1	33	3	100	1	33	2	67	3	100
ARGENTINA	1178	23	62	5	1132	96	675	63	392	37	1067	91
BOLIVIA	733	13	39	5	712	97	422	64	238	36	660	90
BRAZIL	2341	108	153	7	2282	97	1273	61	824	39	2097	90
CHILE	687	11	48	7	670	98	434	69	199	31	633	92
COLOMBIA	2138	95	179	9	2092	98	1152	60	783	40	1935	91
ECUADOR	758	20	51	7	727	96	425	62	261	38	686	91
FALKLAND ISLANDS	8	0	0	0	8	100	2	25	6	75	8	100
FRENCH GUIANA	4	0	0	0	4	100	1	33	2	67	3	75
GUYANA	298	1	15	5	288	97	155	56	121	44	276	93
PARAGUAY	168	3	19	12	161	95	94	69	43	31	137	82
PERU	1767	34	138	8	1723	98	962	60	642	40	1604	91
SURINAME	116	1	3	3	114	98	54	54	46	46	100	86
URUGUAY	154	0	8	5	148	96	87	62	54	38	141	92
VENEZUELA	1797	61	144	8	1729	96	957	61	605	39	1562	87
SOUTH AMERICA	12150	375	860	7	11793	97	6694	61	4218	39	10912	90
LATIN AMERICA	31138	674	2975	10	29980	96	16321	58	11804	42	28125	90
BERMUDA	513	0	33	6	508	99	215	43	288	57	503	98
CANADA	11042	12	867	8	10779	98	5941	58	4362	42	10303	93
ST. PIERRE + MIQUELON	2	0	0	0	2	100	1	50	1	50	2	100
NORTH AMERICAN REGION	11557	12	900	8	11289	98	6157	57	4651	43	10808	94
NORTH AMERICA	11557	12	900	8	11289	98	6157	57	4651	43	10808	94
AUSTRALIA	1141	5	61	6	1090	96	605	60	401	40	1006	88
NEW ZEALAND	387	1	32	8	382	99	232	64	131	36	363	94
AUSTRALIA + NEW ZEALAND	1528	6	93	6	1472	96	837	61	532	39	1369	90

LOCATION		FIELD OF STUDY: INTENSIVE ENGLISH NUM	INTENSIVE ENGLISH % FOS	NOT DECLARED NUM	NOT DECLARED % FOS	GRAND TOTAL NUM	GRAND TOTAL % FOS	SEX: MALE NUM	MALE % M+F	FEMALE NUM	FEMALE % M+F	TOTAL NUM	TOTAL % ST3
SOLOMON ISLANDS	1	0	0	1	100	1	100	0	0	1	100	1	100
COOK ISLANDS	2	0	0	0	0	2	100	2	100	0	0	2	100
FIJI	119	3	3	2	2	116	97	62	56	49	44	111	93
FRENCH POLYNESIA	46	17	37	7	15	46	100	15	34	29	66	44	96
KIRIBATI	24	11	46	0	0	24	100	16	67	8	33	24	100
MARSHALL ISLANDS	5	0	0	0	0	5	100	3	60	2	40	5	63
NEW CALEDONIA	3	2	67	0	0	3	100	3	100	0	0	3	100
PAPUA-NEW GUINEA	16	0	0	1	6	16	100	11	69	5	31	16	100
NIUE	1	0	0	0	0	1	100	1	100	0	0	1	100
PACIFIC ISLANDS, TRUST TER.	274	0	0	21	8	273	100	163	60	107	40	270	99
PALAU	178	0	0	2	1	178	100	43	54	37	46	80	45
TONGA	110	32	29	5	5	110	100	55	50	54	50	109	99
TUVALU	1	0	0	0	0	1	100	0	0	0	0	0	0
WESTERN SAMOA	110	40	36	9	8	110	100	59	55	49	45	108	98
PACIFIC OCEAN ISLAND AREA	893	111	12	48	5	859	100	433	56	341	44	774	87
OCEANIA	2,21	117	5	141	6	2361	93	1270	59	873	41	2143	89
STATELESS	212	0	0	27	13	208	98	140	67	68	33	208	98
STATELESS REGION	212	0	0	27	13	208	98	140	67	68	33	208	98
STATELESS OR UNKNOWN	212	0	0	27	13	208	98	140	67	68	33	208	98
******** FINAL TOTALS ****	252998	5271	2	13836	6	241856	96	148271	66	76796	34	225067	89

Table C.3 Academic Level by Country of Origin

C.3 *Academic Level of Foreign Students by Country of Origin*

LOCATION	ST3 TOTAL	ACADEMIC LEVEL: ASSOCIATE TOTAL NUM	ASSOCIATE TOTAL % ACD	BACHELOR FRESHMAN NUM	BACHELOR SOPHOMORE NUM	BACHELOR JUNIOR NUM	BACHELOR SENIOR NUM	BACHELOR UNSPEC NUM	TOTAL NUM	TOTAL % ACD
UNKNOWN AREA OF WORLD	4305	221	5	225	203	232	262	258	1180	28
UNKNOWN AREA OF WORLD	4305	221	5	225	203	232	262	258	1180	28
UNKNOWN AREA OF WORLD	4305	221	5	225	203	232	262	258	1180	28
EASTERN AFRICA, UNSPECIFIED	2	1	50							0
DJIBOUTI	12		0	2	2	1	3		8	67
BURUNDI	43	3	7	3	1	1	4	3	12	25
COMOROS	13	4	31	3	3			3	9	69
ETHIOPIA	1285	343	27	151	123	141	123	67	605	48
KENYA	1354	176	13	174	170	143	158	139	789	59
MADAGASCAR	46	6	13	2	2	4	9	2	19	41
MALAWI	171	21	13	21	8	18	8	15	70	42
MAURITIUS	91	6	7	9	16	8	8	12	53	59
MOZAMBIQUE	25		0	3	1	4	1	2	11	46
ZIMBABWE	343	35	11	41	34	38	24	34	171	51
RWANDA	71	23	33	1	1	2	4	2	10	14
SEYCHELLES	17		0	4	2	2	4	3	15	88
SOMALIA	239	28	12	33	20	19	19	13	104	44
TANZANIA	366	34	9	40	38	30	36	42	186	52
UGANDA	321	47	15	31	32	30	28	17	138	44
ZAMBIA	254	17	7	29	28	25	24	18	124	50
EASTERN AFRICA	4653	744	16	547	481	471	453	372	2324	51
CENTRAL AFRICA, UNSPECIFIED	2		0				1	1	2	100
ANGOLA	21	1	5	8	2		2	2	14	74
CAMEROON	733	113	16	53	137	76	91	31	388	54
CENTRAL AFRICAN REPUBLIC	17		0	1	1	1	3	4	10	63
CHAD	13	3	23			1	3	1	5	38
CONGO	20	4	20	1		3	1	1	6	30
EQUATORIAL GUINEA	8		0		1	3	3		7	88
GABON	20	3	15	1	3	2	4	2	12	60
SAO TOME & PRINCIPE	7		0	2	5				7	100
ZAIRE	243	38	16	16	20	14	17	15	82	34
CENTRAL AFRICA	1084	162	15	82	169	100	125	57	533	50
NORTH AFRICA, UNSPECIFIED	3	3	100							0
ALGERIA	311	15	5	3	5	7	11	16	42	14
CANARY ISLANDS	2	2	100							0
EGYPT	1186	96	8	49	46	52	54	87	288	25
LIBYA	114	9	8	5	2	8	12	7	34	30
MOROCCO	687	165	25	46	36	34	45	65	226	34
WESTERN SAHARA	1		0							0
SUDAN	348	31	9	27	20	11	24	20	102	30
TUNISIA	482	13	3	9	8	12	71	8	108	23
NORTH AFRICA	3134	334	11	139	117	124	217	203	800	26
SOUTHERN AFRICA, UNSPECIFIED	5	2	40			1	1		2	40
BOTSWANA	180	8	4	14	18	19	42	9	102	57

LOCATION	ST3 TOTAL	ACADEMIC LEVEL: ASSOCIATE TOTAL NUM	ASSOCIATE TOTAL % ACD	BACHELOR FRESHMAN NUM	BACHELOR SOPHOMORE NUM	BACHELOR JUNIOR NUM	BACHELOR SENIOR NUM	BACHELOR UNSPEC NUM	BACHELOR TOTAL NUM	BACHELOR TOTAL % ACD
LESOTHO	80	2	3	2	5	5	19	6	37	49
NAMIBIA	138	14	14	20	19	26	13	13	97	70
SOUTH AFRICA	1315	117	9	147	124	102	143	120	636	50
SWAZILAND	120	16	14	10	10	11	19	9	59	51
SOUTHERN AFRICA	1638	164	9	199	176	164	237	157	933	52
WEST AFRICA, UNSPECIFIED	12	3	25	1	1	1	3	1	7	58
CAPE VERDE	31	3	10	2	7	3	4	1	17	55
BENIN	20	2	11	1	1		2		4	21
GAMBIA	148	28	19	25	26	11	18	7	90	62
GHANA	706	56	8	66	59	57	68	35	285	41
GUINEA	43	3	7	2	2	2	2	2	10	24
GUINEA-BISSAU	10		0	2		1		1	4	40
IVORY COAST	234	31	13	14	17	15	11	11	68	29
LIBERIA	419	55	13	53	26	44	44	37	201	49
MALI	75	3	4	6	7	2	10	2	27	36
MAURITANIA	40		0	2		4	16		22	58
NIGER	43	4	9	3	1	4	4	2	14	33
NIGERIA	2752	325	12	246	182	234	402	220	1284	48
SENEGAL	153	20	13	22	9	14	17	9	71	46
SIERRA LEONE	263	70	27	34	9	12	18	20	93	36
TOGO	58	7	12	4	1	2	1	4	12	21
BURKINA FASO	30	2	7	1			3		4	13
WEST AFRICA	5036	612	12	484	348	406	623	352	2213	45
AFRICA, UNSPECIFIED	15	1	7	6		4		1	11	73
AFRICA REGION UNSPECIFIED	15	1	7	6		4		1	11	73
AFRICA	15760	2017	13	1457	1291	1269	1655	1142	6814	44
EAST ASIA, UNSPECIFIED	9		0	2		1	1	1	5	56
CHINA	22670	783	4	340	298	299	587	899	2423	11
TAIWAN	19017	520	3	525	347	465	858	1435	3630	20
HONG KONG	6794	961	15	620	532	574	864	1162	3752	57
JAPAN	19577	4406	23	1996	1214	1128	1052	2099	7489	40
KOREA, DEMOCRATIC PEOPLES REPUB	27	11	44	2		1	3	1	7	28
KOREA, REPUBLIC OF	13566	398	3	577	388	406	587	1108	3066	23
MACAO	111	22	20	5	11	7	14	21	58	53
MONGOLIA	1		0							0
EAST ASIA	81772	7101	9	4067	2790	2881	3966	6726	20430	26
SOUTH CENTRAL ASIA, UNSPECIFIED	4		0					1	1	25
AFGHANISTAN	85	33	40	4	7	6	6	8	31	38
BANGLADESH	1629	197	12	215	154	121	119	139	748	46
BHUTAN	16		0	4	2	3		1	10	63
INDIA	18039	531	3	676	498	597	843	739	3353	19
MALDIVES	3		0							0
NEPAL	448	74	17	47	33	32	33	27	172	40
PAKISTAN	4838	434	9	610	436	436	506	445	2433	51
SRI LANKA	1575	117	8	163	98	118	143	142	664	44

Table C.3 Academic Level by Country of Origin

LOCATION	ST3 TOTAL	ACADEMIC LEVEL: ASSOCIATE TOTAL NUM	ASSOCIATE TOTAL % ACD	BACHELOR FRESHMAN NUM	BACHELOR SOPHOMORE NUM	BACHELOR JUNIOR NUM	BACHELOR SENIOR NUM	BACHELOR UNSPEC NUM	BACHELOR TOTAL NUM	BACHELOR TOTAL % ACD
SOUTH CENTRAL ASIA	26637	1386	5	1719	1223	1313	1650	1502	7412	29
SOUTH-EAST ASIA, UNSPECIFIED	8	3	38	1	2		2		5	63
BRUNEI	14	2	14	1	1	1		3	6	43
MYANMAR, UNION OF	213	27	13	17	5	4	11	25	62	29
INDONESIA	6099	619	10	536	458	468	705	1022	3189	54
CAMBODIA	89	19	21	14	11	7	8	18	58	65
LAOS	347	26	8	26	16	9	15	11	77	22
MALAYSIA	9466	376	4	667	829	1431	2519	1489	6935	76
PHILIPPINES	2720	422	16	152	142	152	204	290	940	36
PORTUGUESE TIMOR	2		0				2		2	100
SINGAPORE	2863	142	5	326	335	385	499	415	1960	70
THAILAND	4114	374	9	176	159	177	213	322	1047	26
VIETNAM	824	276	35	70	59	32	63	136	362	45
SOUTH-EAST ASIA	26764	2236	9	1986	2017	2666	4239	3735	14643	56
MIDDLE EAST, UNSPECIFIED	1		0			1			1	100
BAHRAIN	209	27	13	17	18	24	38	33	130	63
CYPRUS	1079	83	8	115	102	93	160	165	635	60
IRAN	4756	854	18	248	254	321	587	495	1905	41
IRAQ	397	42	11	23	24	23	44	27	141	36
ISRAEL	1737	254	15	117	74	73	134	242	640	37
JORDAN	3097	444	15	264	248	259	425	425	1621	54
KUWAIT	1409	232	17	124	173	182	281	131	891	65
LEBANON	2971	563	19	228	178	205	466	286	1363	47
OMAN	442	49	11	39	60	58	100	53	310	71
QATAR	328	44	14	44	22	30	47	68	211	66
SAUDI ARABIA	2713	254	10	228	180	220	381	209	1218	46
SYRIA	955	145	15	50	59	73	141	107	430	46
TURKEY	2245	147	7	148	94	85	122	161	610	28
UNITED ARAB EMIRATES	943	190	21	107	83	105	106	175	576	64
YEMEN ARAB REPUBLIC	376	60	17	39	29	33	41	35	177	50
YEMEN, PEOPLE'S DEM. REP.	22	6	30	1			4	1	6	30
MIDDLE EAST	23680	3394	15	1792	1598	1785	3077	2613	10865	47
ASIA	158853	14167	9	9564	7633	8645	12932	14576	53350	35
ALBANIA	1		0							0
BULGARIA	46	4	9	4	4	8	2	5	23	50
CZECHOSLOVAKIA	46	12	27	6	4	3	4	2	19	42
GERMAN DEMOCRATIC REP.	29	9	36	1	1	2		2	6	24
HUNGARY	236	17	7	24	7	13	4	36	84	36
POLAND	623	77	12	43	25	25	27	59	179	29
ROMANIA	79	8	10	12	5	3	5	10	35	45
U. S. S. R.	291	69	26	18	3	7	10	50	88	34
YUGOSLAVIA	677	45	7	43	28	25	36	52	184	28
EASTERN EUROPE	2028	241	12	151	77	86	88	216	618	31
WESTERN EUROPE, UNSPECIFIED	8		0				2		2	25

Table C.3 Academic Level by Country of Origin

LOCATION	ST3 TOTAL	ACADEMIC LEVEL: ASSOCIATE TOTAL		BACHELOR: FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	UNSPEC	TOTAL	
		NUM	% ACD	NUM	NUM	NUM	NUM	NUM	NUM	% ACD
ANDORRA	3		0				2	1	3	100
AUSTRIA	326	36	11	29	18	11	29	42	129	40
BELGIUM	607	45	8	45	25	30	37	39	176	30
DENMARK	487	67	14	65	39	40	23	56	223	47
FINLAND	472	61	13	67	37	29	39	66	238	51
FRANCE	3178	300	10	215	145	158	229	397	1147	37
GERMANY, FED. REP. OF	4463	367	8	377	224	247	334	451	1633	38
GIBRALTAR	2	2	100							0
GREECE	2703	161	6	173	156	151	204	323	1007	36
ICELAND	482	29	6	50	44	35	60	41	230	49
IRELAND	834	89	11	78	50	59	59	75	321	40
ITALY	1300	107	8	96	79	60	95	118	448	35
LIECHTENSTEIN	3		0					1	1	50
LUXEMBOURG	19	2	11	3	1	2			6	32
MALTA	30	2	7	3	2	2	3	5	15	52
MONACO	6	1	17		1			2	3	50
NETHERLANDS	1272	137	11	149	100	91	133	145	618	49
NORWAY	1458	87	6	136	166	176	274	204	956	68
PORTUGAL	459	41	9	26	22	30	36	46	160	36
SAN MARINO	2		0	1					1	50
SPAIN	2300	269	12	213	152	200	168	207	940	42
SWEDEN	1129	146	13	202	86	120	105	148	661	60
SWITZERLAND	728	87	12	70	44	48	46	90	298	43
UNITED KINGDOM	4452	397	9	462	333	376	414	558	2143	50
WESTERN EUROPE	26723	2433	9	2460	1727	1865	2292	3015	11359	44
EUROPE, UNSPECIFIED	1	1	100							0
EUROPE REGION UNSPECIFIED	1	1	100							0
EUROPE	28752	2675	10	2611	1804	1951	2380	3231	11977	43
CARIBBEAN, UNSPECIFIED	145	24	17	23	34	18	17	12	104	72
ARUBA	36	6	17	5	3	6	7	4	25	69
BAHAMAS	1149	281	25	164	153	179	170	95	761	67
BARBADOS	251	40	16	33	30	28	25	23	139	57
CAYMAN ISLANDS	58	2	3	16	14	11	9	4	54	93
CUBA	828	785	95	6	7	6	9	2	30	4
DOMINICAN REPUBLIC	585	101	17	84	69	51	29	35	268	46
GUADELOUPE	6		0				5	1	6	100
HAITI	1035	616	60	74	61	65	75	51	326	32
JAMAICA	1515	371	25	199	149	161	174	141	824	55
ANTIGUA	123	21	17	15	21	20	18	14	88	72
BRITISH VIRGIN ISLANDS	48	4	9	9	8	10	8	4	39	83
MONTSERRAT	11	3	27	3	2	1	1		7	64
ST. KITTS-NEVIS	35	1	3	6	6	6	7	3	28	80
ANGUILLA	9	1	11	1		2	2	1	6	67

Table C.3 Academic Level by Country of Origin

LOCATION	ST3 TOTAL	ACADEMIC LEVEL: ASSOCIATE TOTAL NUM	ASSOCIATE TOTAL % ACD	BACHELOR FRESHMAN NUM	BACHELOR SOPHOMORE NUM	BACHELOR JUNIOR NUM	BACHELOR SENIOR NUM	BACHELOR UNSPEC NUM	TOTAL NUM	TOTAL % ACD
MARTINIQUE	9	1	11	4		1	2		7	78
NETHERLANDS ANTILLES	412	43	11	62	53	57	70	23	265	66
TRINIDAD & TOBAGO	1342	262	20	204	137	143	178	124	786	60
TURKS & CAICOS ISLANDS	14	2	14	1	1	2	1	2	7	50
WINDWARD ISLANDS	17	10	67	2				1	3	20
DOMINICA	65	5	8	11	7	8	9	2	39	62
GRENADA	118	24	20	12	14	19	13	12	70	59
ST. LUCIA	55	13	24	5	5	4	6	6	26	48
ST. VINCENT	46	10	22	5	10	2	4	5	26	57
CARIBBEAN	7912	2626	34	944	786	800	839	565	3934	50
CENTRAL AMERICA, UNSPECIFIED	8	2	25		3		1		4	50
BELIZE	257	65	26	24	13	34	57	26	154	61
COSTA RICA	752	108	15	71	45	52	97	46	311	42
EL SALVADOR	923	278	31	85	99	63	118	108	473	52
GUATEMALA	709	169	24	51	46	43	69	97	306	44
HONDURAS	1013	228	23	122	142	115	147	61	587	59
MEXICO	3956	464	12	562	258	236	294	376	1726	46
NICARAGUA	1980	1726	87	31	30	24	41	45	171	9
PANAMA	1473	275	19	140	142	211	250	179	922	63
CENTRAL AMERICA	11076	3315	31	1086	778	778	1074	938	4654	43
SOUTH AMERICA, UNSPECIFIED	3	2	67							0
ARGENTINA	1178	163	14	53	72	54	80	72	331	28
BOLIVIA	733	156	22	74	90	84	90	41	379	52
BRAZIL	2341	359	16	176	106	118	139	145	684	30
CHILE	687	114	17	26	27	39	50	37	179	26
COLOMBIA	2133	486	23	168	119	152	224	119	782	37
ECUADOR	758	186	25	71	73	79	99	60	382	51
FALKLAND ISLANDS	8		0		1	2	3	2	8	100
FRENCH GUIANA	4		0		1			1	2	50
GUYANA	298	32	11	31	32	24	33	31	151	51
PARAGUAY	168	17	10	38	14	11	20	14	97	59
PERU	1767	465	27	171	119	117	166	133	706	41
SURINAME	116	36	32	7	3	17	13	13	53	46
URUGUAY	154	23	15	10	9	10	11	13	53	35
VENEZUELA	1797	335	19	127	104	127	202	176	736	42
SOUTH AMERICA	12150	2374	20	952	770	834	1130	857	4543	38
LATIN AMERICA	31138	8315	27	2982	2334	2412	3043	2360	13131	43
BERMUDA	513	144	28	111	63	53	71	36	334	65
CANADA	11042	974	9	1363	999	955	1149	1011	5477	51
ST. PIERRE + MIQUELON	2		0							0
NORTH AMERICAN REGION	11557	1118	10	1474	1062	1008	1220	1047	5811	51
NORTH AMERICA	11557	1118	10	1474	1062	1008	1220	1047	5811	51
AUSTRALIA	1141	78	7	91	70	56	50	118	385	35
NEW ZEALAND	387	25	7	41	37	22	32	40	172	46
AUSTRALIA + NEW ZEALAND	1528	103	7	132	107	78	82	158	557	37

LOCATION	ST3 TOTAL	ACADEMIC LEVEL: ASSOCIATE TOTAL		BACHELOR: FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	UNSPEC	TOTAL	
		NUM	% ACD	NUM	NUM	NUM	NUM	NUM	NUM	% ACD
SOLOMON ISLANDS	1		0					1	1	100
COOK ISLANDS	2		0			1			1	50
FIJI	119	32	27	12	16	12	16	5	61	52
FRENCH POLYNESIA	46	1	2	18	2	2	3	2	27	59
KIRIBATI	24		0		10	1	1		12	50
MARSHALL ISLANDS	8	3	38	2	1	1	1		5	63
NEW CALEDONIA	3	1	33							0
PAPUA-NEW GUINEA	16	2	13	1		1	1		3	20
NIUE	1		0		1				1	100
PACIFIC ISLANDS, TRUST TER.	274	136	50	34	15	18	29	29	125	46
PALAU	178	40	48	9	7	10	7	7	40	48
TONGA	110	6	5	16	22	17	14	2	71	65
TUVALU	1		0					1	1	100
WESTERN SAMOA	110	4	4	23	12	9	16	3	63	58
PACIFIC OCEAN ISLAND AREAS	893	225	28	115	56	72	88	50	411	52
OCEANIA	2421	328	14	247	193	150	170	208	968	42
STATELESS	212	64	31	16	11	13	15	3	58	28
STATELESS REGION	212	64	31	16	11	13	15	3	58	28
STATELESS OR UNKNOWN	212	64	31	16	11	13	15	3	58	28
******** FINAL TOTALS *******	252998	28905	12	18576	14531	15680	21677	22825	93289	38

Table C.3 Academic Level by Country of Origin

LOCATION	ST3 TOTAL	GRADUATE MASTERS	GRADUATE DOCTOR	GRADUATE PRF TRNG	GRADUATE UNSPEC	GRADUATE TOTAL NUM	GRADUATE TOTAL % ACD	OTHER PR TRNG	OTHER NON DEG	OTHER INT ENGL	OTHER TOTAL NUM	OTHER TOTAL % ACD	ACADEMIC TOTAL	ACADEMIC TOTAL % ST3
		NUM	NUM	NUM	NUM	NUM	ACD	NUM	NUM	NUM	NUM	ACD	TOTAL	ST3
UNKNOWN AREA OF WORLD	4305	990	1445	24	155	2614	62	6	87	130	223	5	4238	98
UNKNOWN AREA OF WORLD	4305	990	1445	24	155	2614	62	6	87	130	223	5	4238	98
UNKNOWN AREA OF WORLD	4305	990	1445	24	155	2614	62	6	87	130	223	5	4238	98
EASTERN AFRICA, UNSPECIFIED	2	0	1	0	0	1	50	0	0	0	0	0	2	100
DJIBOUTI	12	3	0	1	0	4	33	0	0	0	0	0	12	100
BURUNDI	43	14	10	1	3	28	65	0	0	0	0	0	43	100
COMOROS	13	0	0	0	0	0	0	0	0	0	0	0	13	100
ETHIOPIA	1285	107	122	7	40	276	22	9	18	16	45	4	1269	99
KENYA	1354	194	104	12	40	350	26	10	7	4	21	2	1336	99
MADAGASCAR	46	7	7	0	4	18	39	0	3	0	3	7	46	100
MALAWI	171	34	30	2	7	73	44	0	1	1	2	1	166	97
MAURITIUS	91	17	7	2	3	29	32	0	1	1	2	2	90	99
MOZAMBIQUE	25	7	2	0	1	10	42	0	2	1	3	13	24	96
ZIMBABWE	343	45	37	7	24	113	34	3	11	0	14	4	333	97
RWANDA	71	18	14	1	1	34	49	0	0	3	3	4	70	99
SEYCHELLES	17	0	1	1	0	2	12	0	0	0	0	0	17	100
SOMALIA	239	48	26	3	14	91	39	0	5	7	12	5	235	98
TANZANIA	366	50	54	6	17	127	35	4	8	2	14	4	361	99
UGANDA	321	65	34	7	14	120	38	2	5	1	8	3	313	98
ZAMBIA	254	43	31	5	18	97	39	2	9	0	11	4	249	98
EASTERN AFRICA	4653	652	480	55	186	1373	30	30	70	38	138	3	4579	98
CENTRAL AFRICA, UNSPECIFIED	2	0	0	0	0	0	0	0	0	0	0	0	2	100
ANGOLA	21	0	0	0	1	1	5	0	3	0	3	16	19	90
CAMEROON	733	106	59	10	21	196	27	7	7	8	22	3	719	98
CENTRAL AFRICAN REPUBLIC	17	3	1	0	1	5	31	0	1	0	1	6	16	94
CHAD	13	1	0	0	3	4	31	0	0	1	1	8	13	100
CONGO	20	3	3	0	1	7	35	0	2	1	3	15	20	100
EQUATORIAL GUINEA	8	0	0	0	0	0	0	0	0	1	1	13	8	100
GABON	20	3	0	0	0	3	15	0	1	1	2	10	20	100
SAO TOME & PRINCIPE	7	0	0	0	0	0	0	0	0	0	0	0	7	100
ZAIRE	243	42	46	5	12	105	44	2	8	6	16	7	241	99
CENTRAL AFRICA	1084	158	109	15	39	321	30	9	22	18	49	5	1065	98
NORTH AFRICA, UNSPECIFIED	3	0	0	0	0	0	0	0	0	0	0	0	3	100
ALGERIA	311	48	142	0	41	231	75	4	11	5	20	6	308	99
CANARY ISLANDS	2	0	0	0	0	0	0	0	0	0	0	0	2	100
EGYPT	1186	197	421	8	82	708	61	13	40	10	63	5	1155	97
LIBYA	114	15	41	1	10	67	59	1	2	0	3	3	113	99
MOROCCO	687	112	86	3	22	223	33	2	17	40	59	9	673	98
WESTERN SAHARA	1	0	0	0	0	0	0	0	0	0	0	0	0	0
SUDAN	348	77	98	3	22	200	58	1	5	5	11	3	344	99
TUNISIA	482	171	140	3	29	343	72	3	6	4	13	3	477	99
NORTH AFRICA	3134	620	928	18	206	1772	58	24	81	64	169	5	3075	98
SOUTHERN AFRICA, UNSPECIFIED	5	1	0	0	0	1	20	0	0	0	0	0	5	100
BOTSWANA	180	44	12	0	6	62	35	0	3	4	7	4	179	99

LOCATION	ST3 TOTAL	GRADUATE MASTERS NUM	DOCTOR NUM	PRF TRNG NUM	UNSPEC NUM	TOTAL PR TRNG NUM	% ACD	OTHER NON DEG NUM	INT ENGL NUM	TOTAL NUM	% ACD	ACADEMIC TOTAL	% ST3
LESOTHO	80	20	11	1	2	34	45	0	3	0	3	4	76	95
NAMIBIA	138	15	3	1	1	20	14	0	2	0	2	1	138	100
SOUTH AFRICA	1315	217	175	34	72	498	39	12	16	2	30	2	1231	97
SWAZILAND	120	24	9	1	4	38	33	0	2	1	3	3	116	97
SOUTHERN AFRICA	1838	321	210	37	85	653	36	12	26	7	45	3	1795	98
WEST AFRICA, UNSPECIFIED	12	2	0	0	0	2	17	0	0	0	0	0	12	100
CAPE VERDE	31	5	3	0	0	8	26	0	3	0	3	10	31	100
BENIN	20	5	5	1	0	11	58	0	0	2	2	11	19	95
GAMBIA	148	20	3	3	1	27	19	0	0	0	0	0	145	98
GHANA	706	122	151	17	53	343	49	4	8	1	13	2	697	99
GUINEA	43	12	6	0	3	23	56	0	3	2	5	12	41	95
GUINEA-BISSAU	10	5	1	0	0	6	60	0	0	0	0	0	10	100
IVORY COAST	234	68	42	1	11	122	53	2	5	4	11	5	232	99
LIBERIA	418	100	27	5	15	147	36	2	5	0	7	2	410	98
MALI	75	27	11	1	4	43	57	0	1	1	2	3	75	100
MAURITANIA	40	8	1	2	5	16	42	0	0	0	0	0	38	95
NIGER	43	15	6	0	3	24	56	1	0	0	1	2	43	100
NIGERIA	2752	540	331	33	124	1028	38	21	38	5	64	2	2701	98
SENEGAL	153	29	19	1	3	52	34	3	3	4	10	7	153	100
SIERRA LEONE	263	44	39	2	10	95	36	1	2	0	3	1	261	99
TOGO	58	19	11	2	6	38	67	0	0	0	0	0	57	98
BURKINA FASO	30	11	7	0	5	23	77	0	1	0	1	3	30	100
WEST AFRICA	5036	1032	665	68	243	2008	41	34	69	19	122	2	4955	98
AFRICA, UNSPECIFIED	15	3	0	0	0	3	20	0	0	0	0	0	15	100
AFRICA REGION UNSPECIFIED	15	3	0	0	0	3	20	0	0	0	0	0	15	100
AFRICA	15760	2786	2392	193	759	6130	40	109	268	146	523	3	15484	98
EAST ASIA, UNSPECIFIED	9	0	0	4	0	4	44	0	0	0	0	0	9	100
CHINA	22670	5369	9105	193	3262	17929	82	196	277	181	654	3	21789	96
TAIWAN	19017	6510	4481	223	2043	13257	72	253	447	202	902	5	18309	96
HONG KONG	6794	775	486	49	353	1663	25	80	35	76	191	3	6567	97
JAPAN	19577	2295	627	128	673	3723	20	122	670	2366	3158	17	18776	96
KOREA,DEMOCRATIC PEOPLES REPUB	27	1	2	0	2	5	20	0	1	1	2	8	25	93
KOREA, REPUBLIC OF	13566	2898	4854	98	1289	9139	68	89	200	401	750	6	13353	98
MACAO	111	13	3	0	8	24	22	0	2	4	6	5	110	99
MONGOLIA	1	0	0	0	0	0	0	0	1	0	1	100	1	100
EAST ASIA	81772	17861	19558	695	7630	45744	58	740	1633	3291	5664	7	78939	97
SOUTH CENTRAL ASIA,UNSPECIFIED	4	0	0	0	3	3	75	0	0	0	0	0	4	100
AFGHANISTAN	85	4	3	1	5	13	16	0	1	4	5	6	82	96
BANGLADESH	1629	300	230	6	99	635	39	12	7	10	29	2	1609	99
BHUTAN	16	3	0	1	2	6	38	0	0	0	0	0	16	100
INDIA	18039	6015	4475	166	2396	13052	75	259	230	8	497	3	17433	97
MALDIVES	3	1	0	0	2	3	100	0	0	0	0	0	3	100
NEPAL	448	70	79	3	27	179	41	4	3	2	9	2	434	97
PAKISTAN	4838	972	444	23	286	1725	36	63	74	12	149	3	4741	98
SRI LANKA	1575	245	322	10	124	701	46	12	26	2	40	3	1522	97

Table C.3 Academic Level by Country of Origin

LOCATION	ST3 TOTAL	GRADUATE MASTERS	GRADUATE DOCTOR	GRADUATE PRF TRNG	GRADUATE UNSPEC	GRADUATE TOTAL	GRADUATE % ACD	PR TRNG	OTHER NON DEG	OTHER INT ENGL	OTHER TOTAL	OTHER % ACD	ACADEMIC TOTAL	ACADEMIC % ST3
		NUM	NUM	NUM	NUM	NUM		NUM	NUM	NUM	NUM			
SOUTH CENTRAL ASIA	26037	7610	5553	210	2944	16317	63	350	341	38	729	3	25844	97
SOUTH-EAST ASIA, UNSPECIFIED	5	0	0	0	0	0	0	0	0	0	0	0	5	100
BRUNEI	14	2	0	0	2	4	29	0	2	0	2	14	14	100
MYANMAR, UNION OF	213	62	33	4	9	108	51	6	2	4	14	7	211	99
INDONESIA	6099	1165	337	39	366	1927	33	34	45	110	189	3	5924	97
CAMBODIA	89	2	1	1	3	7	8	2	3	0	5	6	89	100
LAOS	347	3	10	0	4	17	5	30	168	6	226	65	346	100
MALAYSIA	9466	476	361	31	230	1598	17	190	52	26	268	3	9177	97
PHILIPPINES	2720	499	401	34	219	1153	44	35	53	31	119	5	2634	97
PORTUGUESE TIMOR	2	0	0	0	0	0	0	0	0	0	0	0	2	100
SINGAPORE	2803	346	164	32	95	637	23	44	21	5	70	2	2809	98
THAILAND	4119	1574	438	25	294	2331	58	43	64	157	264	7	4016	97
VIETNAM	424	35	11	2	4	52	7	18	35	57	110	14	600	97
SOUTH-EAST ASIA	26764	4684	1756	168	1226	7834	30	404	465	398	1267	5	26030	97
MIDDLE EAST, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0	0	1	100
BAHRAIN	209	14	18	2	8	42	20	2	4	2	8	4	207	99
CYPRUS	1079	137	116	7	39	299	28	12	10	21	43	4	1060	98
IRAN	4756	495	975	108	233	1711	37	44	94	33	161	3	4631	97
IRAQ	397	61	115	3	24	203	51	2	5	2	9	2	395	99
ISRAEL	1737	268	366	16	104	754	44	14	37	17	68	4	1716	99
JORDAN	3097	347	310	13	107	779	26	33	32	102	167	5	3011	97
KUWAIT	1409	78	87	1	37	203	15	7	13	24	44	3	1370	97
LEBANON	2471	420	302	23	107	858	29	46	61	34	141	5	2925	98
OMAN	442	29	13	1	6	49	11	0	9	17	26	6	434	98
QATAR	328	30	16	0	3	49	15	3	5	10	18	6	322	98
SAUDI ARABIA	2713	432	377	16	175	1000	37	6	86	103	195	7	2667	98
SYRIA	955	153	130	4	42	327	33	8	15	35	58	6	940	98
TURKEY	2245	604	484	14	179	1281	58	16	51	107	174	8	2212	99
UNITED ARAB EMIRATES	943	35	20	0	11	66	7	3	11	55	69	8	901	96
YEMEN ARAB REPUBLIC	376	42	29	1	22	94	26	1	8	15	24	7	355	94
YEMEN, PEOPLE'S DEM. REP.	22	1	4	0	3	8	40	0	0	0	0	0	20	91
MIDDLE EAST	23680	3146	3246	209	1102	7703	33	197	431	577	1205	5	23167	98
ASIA	158853	33301	30113	1282	12902	77598	50	1691	2870	4304	8865	6	153980	97
ALBANIA	1	1	0	0	0	1	100	0	0	0	0	0	1	100
BULGARIA	46	7	6	0	1	16	35	0	2	1	3	7	46	100
CZECHOSLOVAKIA	45	2	2	1	2	7	16	1	5	1	7	16	45	96
GERMAN DEMOCRATIC REP.	29	7	2	0	1	10	40	0	0	0	0	0	25	86
HUNGARY	236	33	56	3	12	104	45	0	13	15	28	12	233	99
POLAND	623	88	174	13	46	321	52	0	17	25	42	7	619	99
ROMANIA	79	11	14	2	3	30	38	0	4	1	5	6	78	99
U. S. S. R.	291	26	16	1	7	52	20	1	34	17	52	20	261	90
YUGOSLAVIA	677	121	212	10	66	411	62	2	14	6	22	3	662	98
EASTERN EUROPE	2028	296	484	30	142	952	48	4	89	66	159	8	1970	97
WESTERN EUROPE, UNSPECIFIED	8	4	1	1	0	6	75	0	0	0	0	0	8	100

LOCATION	ST3 TOTAL	ACADEMIC LEVEL: GRADUATE MASTERS NUM	GRADUATE DOCTOR NUM	GRADUATE PRF TRNG NUM	GRADUATE UNSPEC NUM	GRADUATE TOTAL NUM	GRADUATE TOTAL % ACD	OTHER PR TRNG NUM	OTHER NON DEG NUM	OTHER INT ENGL NUM	OTHER TOTAL NUM	OTHER TOTAL % ACD	ACADEMIC TOTAL TOTAL	ACADEMIC TOTAL % ST3
ANDORRA	3	0	0	0	0	0	0	0	0	0	0	0	3	100
AUSTRIA	326	70	40	3	11	124	38	2	31	2	35	11	324	99
BELGIUM	607	133	128	25	55	341	56	6	16	7	31	5	593	98
DENMARK	487	59	39	30	26	154	32	0	35	0	35	7	479	98
FINLAND	472	63	55	3	17	138	30	5	15	7	27	6	464	98
FRANCE	3178	718	333	59	268	1378	45	34	172	58	264	9	3089	97
GERMANY, FED. REP. OF	4403	254	665	48	413	1980	46	27	315	26	368	8	4348	97
GIBRALTAR	2	0	0	0	0	0	0	0	0	0	0	0	2	100
GREECE	2703	530	664	22	193	1409	53	20	42	33	95	4	2672	99
ICELAND	482	89	67	4	32	192	41	3	12	1	16	3	467	97
IRELAND	834	135	134	13	62	344	43	11	42	0	53	7	807	97
ITALY	1300	180	317	16	100	613	48	9	50	60	119	9	1287	99
LIECHTENSTEIN	3	0	1	0	0	1	50	0	0	0	0	0	2	67
LUXEMBOURG	19	7	3	0	0	10	53	0	1	0	1	5	19	100
MALTA	30	6	3	2	0	11	38	1	0	0	1	3	29	97
MONACO	6	2	0	0	0	2	33	0	0	0	0	0	6	100
NETHERLANDS	1272	192	174	12	61	439	35	10	47	3	60	5	1254	99
NORWAY	1458	199	37	11	76	323	23	6	34	1	43	3	1409	97
PORTUGAL	459	79	113	5	26	223	50	5	6	13	24	5	448	98
SAN MARINO	2	0	0	0	1	1	50	0	0	0	0	0	2	100
SPAIN	2300	362	262	19	118	761	34	6	173	65	244	11	2214	96
SWEDEN	1129	113	98	20	33	224	20	10	54	7	71	6	1102	98
SWITZERLAND	728	91	75	12	48	226	32	4	47	36	87	12	698	96
UNITED KINGDOM	4452	627	606	64	237	1534	36	45	167	2	214	5	4288	96
WESTERN EUROPE	26723	4513	3775	369	1777	10434	40	206	1261	321	1788	7	26014	97
EUROPE, UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0	0	1	100
EUROPE REGION UNSPECIFIED	1	0	0	0	0	0	0	0	0	0	0	0	1	100
EUROPE	28752	4809	4259	389	1919	11386	41	210	1350	387	1947	7	27985	97
CARIBBEAN, UNSPECIFIED	145	9	4	0	2	15	10	1	1	0	2	1	145	100
ARUBA	36	1	0	2	1	4	11	0	1	0	1	3	36	100
BAHAMAS	1149	58	11	14	7	90	8	4	6	0	10	1	1142	99
BARBADOS	251	36	14	5	5	60	24	1	5	0	6	2	245	98
CAYMAN ISLANDS	58	2	0	0	0	2	3	0	0	0	0	0	58	100
CUBA	828	4	3	0	0	7	1	0	2	0	2	0	824	100
DOMINICAN REPUBLIC	585	111	42	3	24	180	31	1	13	19	33	6	582	99
GUADELOUPE	6	0	0	0	0	0	0	0	0	0	0	0	6	100
HAITI	1035	47	8	3	9	67	7	3	6	7	16	2	1025	99
JAMAICA	1515	158	62	31	24	275	18	10	16	1	27	2	1497	99
ANTIGUA	123	7	3	2	0	12	10	0	1	0	1	1	122	99
BRITISH VIRGIN ISLANDS	48	1	1	0	1	3	6	1	0	0	1	2	47	98
MONTSERRAT	11	1	0	0	0	1	9	0	0	0	0	0	11	100
ST. KITTS-NEVIS	35	2	4	0	0	6	17	0	0	0	0	0	35	100
ANGUILLA	9	2	0	0	0	2	22	0	0	0	0	0	9	100

Table C.3 Academic Level by Country of Origin

LOCATION	ST3 TOTAL	GRADUATE MASTERS NUM	GRADUATE DOCTOR NUM	GRADUATE PRF TRNG NUM	GRADUATE UNSPEC NUM	GRADUATE TOTAL NUM	GRADUATE % ACD	OTHER PR TRNG NUM	OTHER NON DEG NUM	OTHER INT ENGL NUM	OTHER TOTAL NUM	OTHER % ACD	ACADEMIC TOTAL	ACADEMIC % ST3
MARTINIQUE	9	1	0	0	0	1	11	0	0	0	0	0	9	100
NETHERLANDS ANTILLES	412	45	19	3	7	74	19	3	15	0	18	5	400	97
TRINIDAD & TOBAGO	1342	131	79	18	22	250	19	12	8	0	20	2	1318	98
TURKS & CAICOS ISLANDS	14	5	0	0	0	5	36	0	0	0	0	0	14	100
WINDWARD ISLANDS	17	1	0	0	0	1	7	0	1	0	1	7	15	88
DOMINICA	65	4	9	2	1	16	25	2	1	0	3	5	63	97
GRENADA	118	11	6	1	3	23	19	0	0	1	1	1	118	100
ST. LUCIA	55	8	4	0	3	15	28	0	0	0	0	0	54	98
ST. VINCENT	46	1	2	2	4	9	20	1	0	0	1	2	46	100
CARIBBEAN	7912	646	273	86	113	1118	14	39	76	28	143	2	7821	99
CENTRAL AMERICA, UNSPECIFIED	8	1	0	0	1	2	25	0	0	0	0	0	8	100
BELIZE	257	16	7	1	4	28	11	1	0	3	4	2	251	98
COSTA RICA	752	143	97	5	37	287	39	6	9	16	31	4	737	98
EL SALVADOR	928	94	16	3	17	130	14	7	17	4	28	3	909	98
GUATEMALA	709	76	40	3	15	134	19	9	15	63	87	13	696	98
HONDURAS	1013	98	20	3	28	149	15	14	5	20	39	4	1003	99
MEXICO	3956	577	523	23	182	1305	35	15	73	156	274	7	3769	95
NICARAGUA	1980	51	17	2	7	77	4	1	1	4	6	0	1980	100
PANAMA	1473	133	55	10	28	226	15	17	14	11	42	3	1465	99
CENTRAL AMERICA	11076	1194	775	50	319	2338	22	70	134	307	511	5	10818	98
SOUTH AMERICA, UNSPECIFIED	3	0	0	0	0	0	0	0	1	0	1	33	3	100
ARGENTINA	1178	270	227	14	92	603	52	4	35	30	69	6	1166	99
BOLIVIA	733	108	21	16	16	161	22	5	7	16	28	4	724	99
BRAZIL	2341	411	489	26	135	1061	46	25	69	109	203	9	2307	99
CHILE	687	122	160	3	61	346	51	9	16	14	39	6	678	99
COLOMBIA	2138	395	175	16	69	655	31	20	31	128	179	9	2102	98
ECUADOR	758	98	32	1	21	152	20	9	8	16	33	4	753	99
FALKLAND ISLANDS	8	0	0	0	0	0	0	0	0	0	0	0	8	100
FRENCH GUIANA	4	1	0	0	0	1	25	0	1	0	1	25	4	100
GUYANA	298	47	37	2	16	102	35	1	7	1	9	3	294	99
PARAGUAY	168	29	6	0	8	43	26	1	4	3	8	5	165	98
PERU	1767	268	143	7	61	479	28	24	28	37	89	5	1739	98
SURINAME	116	17	1	1	1	20	18	2	2	1	5	4	114	98
URUGUAY	154	33	27	0	9	69	45	1	6	1	8	5	153	99
VENEZUELA	1797	319	165	15	62	561	32	22	33	83	138	8	1770	98
SOUTH AMERICA	12150	2118	1483	101	551	4253	36	123	248	459	810	7	11980	99
LATIN AMERICA	31136	3958	2531	237	983	7709	25	232	458	774	1464	5	30619	98
BERMUDA	513	18	7	2	4	31	6	3	1	0	4	1	513	100
CANADA	11042	1628	1617	411	541	4197	39	47	113	7	167	2	10815	98
ST. PIERRE + MIQUELON	2	0	0	1	0	1	50	1	0	0	1	50	2	100
NORTH AMERICAN REGION	11557	1646	1624	414	545	4229	37	51	114	7	172	2	11330	98
NORTH AMERICA	11557	1646	1624	414	545	4229	37	51	114	7	172	2	11330	98
AUSTRALIA	1141	228	259	34	88	609	55	4	36	3	43	4	1115	98
NEW ZEALAND	387	40	84	6	39	169	45	2	7	1	10	3	376	97
AUSTRALIA + NEW ZEALAND	1528	268	343	40	127	778	52	6	43	4	53	4	1491	98

ACADEMIC LEVEL

LOCATION	ST3 TOTAL	GRADUATE MASTERS	DOCTOR	PRF TRNG	UNSPEC	TOTAL	% ACD	PR TRNG	OTHER NON DEG	INT ENGL	TOTAL	% ACD	ACADEMIC TOTAL	% ST3
		NUM	NUM	NUM	NUM	NUM		NUM	NUM	NUM	NUM		TOTAL	
SOLOMON ISLANDS	1	0	0	0	0	0	0	0	0	0	0	0	1	100
COOK ISLANDS	2	0	0	0	1	1	50	0	0	0	0	0	2	100
FIJI	119	6	1	0	9	16	14	0	1	8	9	8	118	99
FR[illegible] POLYNESIA	46	1	0	0	0	1	2	0	0	17	17	37	46	100
KIRIBATI	24	0	0	0	1	1	4	0	0	11	11	46	24	100
MARSHALL ISLANDS	8	0	0	0	0	0	0	0	0	0	0	0	8	100
NEW CALEDONIA	3	0	0	0	0	0	0	0	0	2	2	67	3	100
PAPUA-NEW GUINEA	16	4	1	0	4	9	60	0	1	0	1	7	15	94
NIUE	1	0	0	0	0	0	0	0	0	0	0	0	1	100
PACIFIC ISLANDS, TRUST TER.	274	6	1	1	1	9	3	1	2	0	3	1	273	100
PALAU	178	2	0	0	1	3	4	0	0	0	0	0	83	47
TONGA	110	3	1	0	0	4	4	0	0	29	29	26	110	100
TUVALU	1	0	0	0	0	0	0	0	0	0	0	0	1	100
WESTERN SAMOA	110	1	1	0	4	6	6	0	0	36	36	33	109	99
PACIFIC OCEAN ISLAND AREAS	893	23	5	1	21	50	6	1	4	103	108	14	794	89
OCEANIA	2421	291	346	41	148	828	36	7	47	107	161	7	2285	94
STATELESS	212	36	20	2	14	72	35	1	11	0	12	6	206	97
STATELESS REGION	212	36	20	2	14	72	35	1	11	0	12	6	206	97
STATELESS OR UNKNOWN	212	36	20	2	14	72	35	1	11	0	12	6	206	97
******** FINAL TOTALS *******	252993	47817	42732	2592	17425	110566	45	2307	5205	5655	13367	5	246127	97

D. CODES AND SURVEY MATERIALS

MAJOR FIELD-OF-STUDY CATEGORIES

AGRICULTURE
01 Agribusiness and Agricultural Production
02 Agricultural Sciences
03 Renewable Natural Resources

ARCHITECTURE AND ENVIRONMENTAL DESIGN
04 Architecture and Environmental Design

AREA AND ETHNIC STUDIES
05 Area and Ethnic Studies

BUSINESS
06 Business and Management
07 Business and Office
08 Business and Distribution

COMMUNICATIONS
09 Communications
10 Communication Technologies

COMPUTER AND INFORMATION SCIENCES
11 Computer and Information Sciences

CONSUMER, PERSONAL & MISCELLANEOUS SERVICES
12 Consumer, Personal, and Miscellaneous Services

EDUCATION
13 Education

ENGINEERING
14 Engineering
15 Engineering and Engineering-Related Technologies

FOREIGN LANGUAGES
16 Foreign Languages

HEALTH
17 Allied Health
18 Health Science

HOME ECONOMICS
19 Home Economics
20 Vocational Home Economics

INDUSTRIAL ARTS
21 Industrial Arts

LAW
22 Law

LETTERS
23 Letters

LIBERAL/GENERAL STUDIES
24 Liberal/General Studies

LIBRARY AND ARCHIVAL SCIENCES
25 Library and Archival Sciences

LIFE SCIENCES
26 Life Sciences

MATHEMATICS
27 Mathematics

MILITARY SCIENCES
28 Military Sciences
29 Military Technologies

MULTI/INTERDISCIPLINARY STUDIES
30 Multi/Interdisciplinary Studies

PARKS AND RECREATION
31 Parks and Recreation

PERSONAL AND SOCIAL DEVELOPMENT
32 Basic Skills
33 Citizenship/Civic Activities
34 Health-Related Activities
35 Interpersonal Skills
36 Leisure and Recreational Activities
37 Personal Awareness

PHILOSOPHY, RELIGION AND THEOLOGY
38 Philosophy, Religion
39 Theology

PHYSICAL SCIENCES
40 Physical Sciences
41 Science Technology

PSYCHOLOGY
42 Psychology

PUBLIC AFFAIRS AND PROTECTIVE SERVICES
43 Protective Services
44 Public Affairs

SOCIAL SCIENCES
45 Social Sciences

TRADE AND INDUSTRIAL
46 Construction Trades
47 Mechanics and Repairers
48 Precision Production
49 Transportation and Material Moving

VISUAL AND PERFORMING ARTS
50 Visual and Performing Arts

INTENSIVE ENGLISH LANGUAGE
60 Intensive English Language

UNDECLARED
90 Undeclared

DETAILED FIELD-OF-STUDY CATEGORIES

A classification of instructional programs produced by the National Center for Education Statistics

CODE	FIELD OF STUDY
01.0000	**AGRIBUSINESS AND AGRICULTURAL PRODUCTION**
01.0101	Agricultural business and management, general
01.0102	Agricultural business
01.0103	Agricultural economics
01.0104	Farm and ranch management
01.0199	Agricultural business and management, other
01.0201	Agricultural mechanics, general
01.0202	Agricultural electrification, power, and controls
01.0203	Agricultural mechanics, construction, and maintenance skills
01.0204	Agricultural power machinery
01.0205	Agricultural structures, equipment, and facilities
01.0206	Soil and water mechanical practices
01.0299	Agricultural mechanics, other
01.0301	Agricultural production, general
01.0302	Animal production
01.0303	Aquaculture
01.0304	Crop production
01.0305	Game farm management
01.0399	Agricultural production, other
01.0401	Agricultural products and processing, general
01.0402	Food products
01.0403	Nonfood products
01.0499	Agricultural products and processing, other
01.0501	Agricultural services and supplies, general
01.0502	Agricultural services
01.0503	Agricultural supplies marketing
01.0504	Pet grooming
01.0505	Animal training
01.0506	Horseshoeing
01.0507	Horse handling and care
01.0599	Agricultural services and supplies, other
01.0601	Horticulture, general
01.0602	Arboriculture
01.0603	Ornamental horticulture
01.0604	Greenhouse operation and management
01.0605	Landscaping
01.0606	Nursery operation and management
01.0607	Turf management
01.0699	Horticulture, other
01.0701	International agriculture
01.9999	Agribusiness and agricultural production, other
02.0000	**AGRICULTURAL SCIENCES**
02.0101	Agricultural sciences, general
02.0201	Animal sciences, general
02.0202	Animal breeding and genetics
02.0203	Animal health
02.0204	Animal nutrition
02.0205	Animal physiology
02.0206	Dairy
02.0207	Fisheries science
02.0208	Livestock
02.0209	Poultry
02.0299	Animal sciences, other
02.0301	Food sciences
02.0302	Dairy processing
02.0303	Food distribution
02.0304	Food engineering
02.0305	Food packaging
02.0306	Food technology
02.0399	Food sciences, other
02.0401	Plant sciences, general
02.0402	Agronomy
02.0403	Horticulture science
02.0404	Ornamental horticulture
02.0405	Plant breeding and genetics
02.0406	Plant pathology (applied)
02.0407	Plant physiology
02.0408	Plant protection (pest management)
02.0409	Range management
02.0410	Turf management science
02.0499	Plant sciences, other
02.0501	Soil sciences
02.0502	Soil chemistry
02.0503	Soil conservation
02.0504	Soil management and fertility
02.0505	Soil microbiology
02.0506	Soil physics
02.0599	Soil sciences, other
02.9999	Agricultural sciences, other
03.0000	**RENEWABLE NATURAL RESOURCES**
03.0101	Renewable natural resources, general
03.0201	Conservation and regulation, general
03.0202	Conservation
03.0203	Resources protection and regulation
03.0299	Conservation and regulation, other
03.0301	Fishing and fisheries
03.0302	Fisheries
03.0399	Fishing and fisheries, other
03.0401	Forestry production and processing, general
03.0402	Forest production
03.0403	Forest products utilization
03.0404	Forest products processing technology
03.0405	Logging
03.0406	Pulp and paper production
03.0499	Forestry production and processing, other
03.0501	Forestry and related sciences, general
03.0502	Forestry science
03.0503	Forest biology
03.0504	Forest engineering
03.0505	Forest hydrology
03.0506	Forest management
03.0507	Forest mensuration
03.0508	Urban forestry
03.0509	Wood science
03.0599	Forestry and related sciences, other
03.0601	Wildlife management
03.9999	Renewable natural resources, other
04.0000	**ARCHITECTURE AND ENVIRONMENTAL DESIGN**
04.0101	Architecture and environmental design, general
04.0201	Architecture
04.0301	City, community, and regional planning
04.0401	Environmental design
04.0501	Interior design
04.0601	Landscape architecture
04.0701	Urban design
04.0801	Land use management and reclamation
04.9999	Architecture and environmental design, other
05.0000	**AREA AND ETHNIC STUDIES**
05.0101	African studies
05.0102	American studies
05.0103	Asian studies, general
05.0104	East Asian studies
05.0105	Eastern European studies
05.0106	European studies, general
05.0107	Latin American studies
05.0108	Middle Eastern studies
05.0109	Pacific area studies
05.0110	Russian and Slavic studies
05.0111	Scandinavian studies
05.0112	South Asian studies
05.0113	Southeast Asian studies
05.0114	Western European studies
05.0115	Canadian studies
05.0199	Area studies, other
05.0201	Afro-American (black) studies
05.0202	American Indian studies
05.0203	Hispanic-American studies
05.0204	Islamic studies

05.0205 Jewish studies
05.0299 Ethnic studies, other
05.9999 Area and ethnic studies, other

06.0000 BUSINESS AND MANAGEMENT
06.0101 Business and management, general
06.0201 Accounting
06.0301 Banking and finance
06.0401 Business administration and management, general
06.0402 Contract management and procurement/purchasing
06.0403 Product management
06.0404 Systems efficiency analysis
06.0499 Business administration and management, other
06.0501 Business economics
06.0601 Human resources development
06.0701 Hotel/motel management
06.0702 Recreational enterprises management
06.0703 Resort management
06.0704 Restaurant management
06.0705 Transportation management
06.0799 Institutional management, other
06.0801 Insurance and risk management
06.0901 International business management
06.1001 Investments and securities
06.1101 Labor/industrial relations
06.1201 Management information systems
06.1301 Business statistics
06.1302 Operations research (quantitative methods)
06.1303 Management Science, General
06.1399 Management science, other
06.1401 Marketing management
06.1402 Marketing research
06.1499 Marketing management and research, other
06.1501 Organizational behavior
06.1601 Personnel management
06.1701 Real estate
06.1702 Commercial property
06.1703 Property management
06.1704 Real estate appraisal
06.1705 Real estate finance
06.1706 Real estate law
06.1707 Residential property
06.1799 Real estate, other
06.1801 Small business management and Ownership
06.1802 Small business ownership
06.1899 Small business management and ownership, other
06.1901 Taxation
06.2001 Trade and industrial supervision and management
06.2101 Computer Installation Management
06.9999 Business and management, other

07.0000 BUSINESS (ADMINISTRATIVE SUPPORT)
07.0101 Accounting, bookkeeping, and related programs, general
07.0102 Accounting and computing
07.0103 Bookkeeping
07.0104 Machine billing, bookkeeping, and computing
07.0199 Accounting, bookkeeping, and related programs, other
07.0201 Banking and related financial programs, general
07.0202 Credit collection clerk
07.0203 Insurance clerk
07.0204 Loan clerk
07.0205 Teller
07.0206 Transit clerk
07.0299 Banking and related financial programs, other
07.0300 Business data processing and related programs
07.0301 Business data processing and related programs, general
07.0302 Business computer and console operation
07.0303 Business data entry equipment operation
07.0304 Business data peripheral equipment operation
07.0305 Business data programming
07.0306 Business systems analysis
07.0399 Business data processing and related programs, other
07.0401 Office supervision and management
07.0501 Personnel and training programs, general
07.0502 Training assisting
07.0503 Personnel assisting
07.0599 Personnel and training programs, other
07.0601 Secretarial and related programs, general
07.0602 Court reporting
07.0603 Executive secretarial
07.0604 Legal secretarial
07.0605 Medical secretarial
07.0606 Secretarial
07.0607 Stenographic
07.0699 Secretarial and related programs, other
07.0701 Typing, general office, and related programs, general
07.0702 Clerk-typist
07.0703 Correspondence clerk
07.0704 Duplicating machine operation
07.0705 General office clerk
07.0706 Mail and order clerk
07.0707 Receptionist and communication systems operation
07.0708 Shipping, receiving, and stock clerk
07.0709 Traffic, rate, and transportation clerk
07.0710 Typing
07.0799 Typing, general office, and related programs, other
07.0801 Word Processing
07.9999 Business (Administrative Support), other

08.0000 MARKETING AND DISTRIBUTION
08.0101 Apparel and accessories marketing, general
08.0102 Fashion merchandising
08.0103 Fashion modeling
08.0104 Footwear marketing
08.0105 Jewelry marketing
08.0199 Apparel and accessories marketing, other
08.0201 Business and personal services marketing, other
08.0202 Display
08.0203 Marketing of business or personal services
08.0299 Business and personal services marketing, other
08.0301 Entrepreneurship
08.0401 Financial services marketing
08.0402 Banking marketing
08.0403 Credit marketing
08.0404 Credit union marketing
08.0405 Savings and loan marketing
08.0406 Securities and commodities marketing
08.0499 Financial services marketing, other
08.0501 Floristry, farm, and garden supplies marketing, general
08.0502 Farm and garden supplies marketing
08.0503 Floristry
08.0599 Floristry, farm, and garden supplies marketing, other
08.0601 Food marketing, general
08.0602 Convenience store marketing
08.0603 Specialty foods marketing
08.0604 Supermarket marketing
08.0605 Wholesale food marketing
08.0699 Food marketing, other
08.0701 Auctioneering
08.0702 Industrial sales
08.0703 International marketing
08.0704 Purchasing
08.0705 Retailing
08.0706 Sales
08.0707 Wholesaling
08.0708 Marketing, General
08.0799 General marketing, other
08.0801 Home and office products marketing, general
08.0802 Appliance marketing
08.0803 Building materials marketing
08.0804 Floor coverings, draperies, and upholstery marketing
08.0805 Furniture marketing
08.0806 Hardware marketing
08.0807 Office products and equipment marketing
08.0808 Speciality home furnishing marketing
08.0899 Home and office products marketing, other
08.0901 Hospitality and recreation marketing, general
08.0902 Marketing of hotel/motel services
08.0903 Marketing of recreational services
08.0904 Recreational products marketing
08.0905 Waiter/waitress and related services
08.0999 Hospitality and recreation marketing, other
08.1001 Insurance marketing
08.1002 Accident and health insurance marketing
08.1003 Life insurance marketing
08.1004 Property and casualty insurance marketing
08.1099 Insurance marketing, other
08.1101 Transportation and travel marketing, general
08.1102 Transportation marketing
08.1103 Passenger transportation marketing
08.1104 Tourism

08.1105 Travel services marketing
08.1106 Warehouse services marketing
08.1199 Transportation and travel marketing, other
08.1201 Vehicles and petroleum marketing, general
08.1202 Agricultural implements and machinery marketing
08.1203 Automotive vehicles and accessories marketing
08.1204 Petroleum wholesaling
08.1205 Recreational vehicles and accessories marketing
08.1206 Service station retailing
08.1207 Vehicle rental and leasing
08.1299 Vehicles and petroleum marketing, other
08.9999 Marketing and distribution, other

09.0000 COMMUNICATIONS
09.0101 Communications, general
09.0201 Advertising
09.0301 Communications research
09.0401 Journalism (mass communications)
09.0501 Public relations
09.0601 Radio/television news broadcasting
09.0701 Radio/television, general
09.0801 Telecommunications
09.9999 Communications, other

10.0000 COMMUNICATION TECHNOLOGIES
10.0101 Educational media technology
10.0102 Motion picture technology
10.0103 Photographic technology
10.0104 Radio and television production and broadcasting technology
10.0105 Sound Recording Technology
10.0106 Video Technology
10.0199 Communication technologies, other

11.0000 COMPUTER AND INFORMATION SCIENCES
11.0101 Computer and information sciences, general
11.0201 Computer programming
11.0301 Data processing
11.0401 Information sciences and systems
11.0501 Systems analysis
11.0601 Microcomputer Applications
11.9999 Computer and information sciences, other

12.0000 CONSUMER, PERSONAL, AND MISCELLANEOUS SERVICES
12.0101 Drycleaning and laundering services
12.0102 Drycleaning
12.0103 Laundering
12.0199 Drycleaning and laundering services, other
12.0201 Entertainment services, general
12.0202 Bartending
12.0203 Card dealing
12.0204 Umpiring
12.0299 Entertainment services, other
12.0301 Funeral services
12.0401 Personal services, general
12.0402 Barbering/Hairstyling
12.0403 Cosmetology
12.0404 Electrolysis
12.0405 Massage
12.0406 Make-up Artistry
12.0499 Personal services, other
12.9999 Consumer, personal, and miscellaneous services, other

13.0000 EDUCATION
13.0101 Education, general
13.0201 Bilingual/Crosscultural Education
13.0202 Bilingual Education Assisting
13.0299 Bilingual/Crosscultural Education, other
13.0301 Curriculum and instruction
13.0401 Education administration, general
13.0402 Administration of special education
13.0403 Adult and continuing education administration
13.0404 Educational supervision
13.0405 Elementary and secondary education administration
13.0406 Higher education administration
13.0407 Community college education administration
13.0499 Education administration, other
13.0501 Educational media
13.0601 Evaluation and research, general
13.0602 Adult and continuing education research
13.0603 Educational statistics and research
13.0604 Educational testing, evaluation, and measurement
13.0605 Elementary and secondary research
13.0606 Higher education research
13.0699 Evaluation and research, other
13.0701 International and comparative education
13.0801 School psychology
13.0901 Social foundations
13.1001 Special education, general
13.1002 Education of the culturally disadvantaged
13.1003 Education of the deaf and hearing impaired
13.1004 Education of the gifted and talented
13.1005 Education of the emotionally handicapped
13.1006 Education of the mentally handicapped
13.1007 Education of the multiple handicapped
13.1008 Education of the physically handicapped
13.1009 Education of the visually handicapped
13.1010 Remedial education
13.1011 Specific learning disabilities
13.1012 Speech correction
13.1099 Special education, other
13.1101 Student counseling and personnel services
13.1201 Adult and continuing education
13.1202 Elementary education
13.1203 Junior high/Middle School education
13.1204 Pre-elementary education
13.1205 Secondary education
13.1299 Teacher education, general programs, other
13.1301 Agricultural education
13.1302 Art education
13.1303 Business education
13.1304 Driver and safety education
13.1305 English education
13.1306 Foreign languages education
13.1307 Health education
13.1308 Home economics education
13.1309 Industrial arts education
13.1310 Marketing and distributive education
13.1311 Mathematics education
13.1312 Music education
13.1313 Nutritional education
13.1314 Physical education
13.1315 Reading education
13.1316 Science education
13.1317 Social science education
13.1318 Social studies education
13.1319 Technical education
13.1320 Trade and industrial education
13.1321 Computer Education
13.1399 Teacher education, specific subject areas, other
13.1401 Teaching English as a second language/foreign language
13.1501 Teacher Assisting
13.9999 Education, other

14.0000 ENGINEERING
14.0101 Engineering, general
14.0201 Aerospace, aeronautical, and astronautical engineering
14.0301 Agricultural engineering
14.0401 Architectural engineering
14.0501 Bioengineering and biomedical engineering
14.0601 Ceramic engineering
14.0701 Chemical engineering
14.0801 Civil engineering
14.0901 Computer engineering
14.1001 Electrical, electronics, and communications engineering
14.1002 Microelectronic engineering
14.1101 Engineering mechanics
14.1201 Engineering physics
14.1301 Engineering science
14.1401 Environmental health engineering
14.1501 Geological engineering
14.1601 Geophysical engineering
14.1701 Industrial engineering
14.1801 Materials engineering
14.1901 Mechanical engineering
14.2001 Metallurgical engineering
14.2101 Mining and mineral engineering
14.2201 Naval architecture and marine engineering
14.2301 Nuclear engineering
14.2401 Ocean engineering
14.2501 Petroleum engineering
14.2601 Surveying and mapping sciences
14.2602 Cartography

14.2701 Systems engineering
14.2801 Textile engineering
14.9999 Engineering, other

15.0000 ENGINEERING AND ENGINEERING-RELATED TECHNOLOGIES
15.0101 Architectural design and construction technology
15.0102 Architectural interior design technology
15.0199 Architectural technologies, other
15.0201 Civil technology
15.0202 Drafting and design technology
15.0203 Surveying and mapping technology
15.0204 Urban planning technology
15.0299 Civil technologies, other
15.0301 Computer technology
15.0302 Electrical technology
15.0303 Electronic technology
15.0304 Laser electro-optic technology
15.0399 Electrical and electronic technologies, other
15.0401 Biomedical equipment technology
15.0402 Computer servicing technology
15.0403 Electromechanical technology
15.0404 Instrumentation technology
15.0405 Robotics technology
15.0499 Electromechanical instrumentation and maintenance technologies, other
15.0501 Air conditioning, heating, and refrigeration technology
15.0502 Air pollution control technology
15.0503 Energy conservation and use technology
15.0504 Sanitation technology
15.0505 Solar heating and cooling technology
15.0506 Water and wastewater technology
15.0599 Environmental control technologies, other
15.0601 Chemical manufacturing technology
15.0602 Food processing technology
15.0603 Industrial technology
15.0604 Manufacturing technology
15.0605 Marine products technology
15.0606 Optical technology
15.0607 Plastic technology
15.0608 Safety technology
15.0609 Textile technology
15.0610 Welding technology
15.0699 Industrial production technologies, other
15.0701 Occupational safety and health technologies, other
15.0702 Quality control technology
15.0799 Quality control and safety technologies, other
15.0801 Aeronautical technology
15.0802 Agricultural equipment technology
15.0803 Automotive technology
15.0804 Marine propulsion technology
15.0805 Mechanical design technology
15.0899 Mechanical and related technologies, other
15.0901 Coal mining technology
15.0902 Mining (excluding coal) technology
15.0903 Petroleum technology
15.0999 Mining and petroleum technologies, other
15.1001 Construction Technology
15.9999 Engineering and engineering-related technologies, other

16.0000 FOREIGN LANGUAGES
16.0101 Foreign languages, multiple emphases
16.0201 African (non-semitic) languages
16.0301 Chinese
16.0302 Japanese
16.0303 Korean
16.0399 Asiatic languages, other
16.0401 Baltic languages
16.0402 Russian
16.0403 Slavic languages, (other than Russian)
16.0499 Balto-Slavic Languages, other
16.0501 German
16.0502 Scandinavian languages
16.0503 Yiddish
16.0599 Germanic languages, other
16.0601 Greek (classical)
16.0602 Greek (modern)
16.0701 Hindi
16.0702 Sanskrit
16.0703 Indic Languages
16.0799 Indic languages, other
16.0801 Iranian languages
16.0901 French
16.0902 Italian
16.0903 Latin
16.0904 Portuguese
16.0905 Spanish
16.0999 Italic languages, other
16.1001 Native American languages
16.1101 Arabic
16.1102 Hebrew
16.1199 Semitic languages, other
16.9999 Foreign languages, other

17.0000 ALLIED HEALTH
17.0101 Dental assisting
17.0102 Dental hygiene
17.0103 Dental laboratory technology
17.0199 Dental services, other
17.0201 Cardiovascular technology
17.0202 Dialysis technology
17.0203 Electrocardiographic technology
17.0204 Electroencephalogram technology
17.0205 Emergency medical technology — ambulance
17.0206 Emergency medical technology — paramedic
17.0207 Medical radiation dosimetry
17.0208 Nuclear medical technology
17.0209 Radiologic (Medical) Technology
17.0210 Respiratory therapy technology
17.0211 Surgical technology
17.0212 Diagnostic Medical Sonography
17.0299 Diagnostic and treatment services, other
17.0301 Blood bank technology
17.0302 Chemistry technology
17.0303 Clinical animal technology
17.0304 Clinical laboratory aide
17.0305 Clinical laboratory assisting
17.0306 Cytotechnology
17.0307 Hematology technology
17.0308 Histologic technology
17.0309 Medical laboratory technology
17.0310 Medical technology
17.0311 Microbiology technology
17.0399 Medical laboratory technologies, other
17.0401 Alcohol/drug abuse specialty
17.0402 Community health work
17.0403 Genetic counseling
17.0404 Home health aide
17.0405 Mental health/human services assisting
17.0406 Mental health/human services technology
17.0407 Rehabilitation counseling
17.0408 Therapeutic child care work
17.0409 Population and Family Planning
17.0410 Sign Language Interpreting
17.0499 Mental health/human services, other
17.0501 Animal technology
17.0502 Central supply technology
17.0503 Medical assisting
17.0504 Medical illustrating
17.0505 Medical office management
17.0506 Medical records technology
17.0507 Pharmacy assisting
17.0508 Physician assisting
17.0509 Physician assisting — specialty
17.0510 Podiatric assisting
17.0511 Veterinarian aide
17.0512 Veterinarian assisting
17.0513 Health Unit Coordinating
17.0514 Chiropractic Assisting
17.0599 Miscellaneous allied health services, other
17.0601 Geriatric aide
17.0602 Nursing assisting
17.0603 Obstetrical technology
17.0604 Pediatric aide
17.0605 Practical nursing
17.0606 Health Unit management
17.0699 Nursing related services, other
17.0701 Ophthalmic dispensing
17.0702 Ophthalmic laboratory technology
17.0703 Ophthalmic medical assisting
17.0704 Optometric assisting
17.0705 Optometric technology
17.0706 Orthoptics

17.0799 Ophthalmic services, other
17.0801 Art therapy
17.0802 Corrective therapy
17.0803 Dance therapy
17.0804 Exercise physiology
17.0805 Manual arts therapy
17.0806 Music therapy
17.0807 Occupational therapy
17.0808 Occupational therapy assisting
17.0809 Occupational therapy aide
17.0810 Orthotic/prosthetic assisting
17.0811 Orthotics/prosthetics
17.0812 Orthopedic assisting
17.0813 Physical therapy
17.0814 Physical therapy aide
17.0815 Physical therapy assisting
17.0816 Recreational therapy
17.0817 Recreational therapy assisting
17.0818 Respiratory therapy
17.0819 Respiratory therapy assisting
17.0820 Speech/hearing therapy aide
17.0821 Speech language pathology/audiology
17.0822 Recreational Therapy Aide
17.0899 Rehabilitation services, other
17.0999 Allied health, other

18.0000 HEALTH SCIENCES
18.0101 Audiology
18.0102 Speech pathology
18.0103 Speech - Language Pathology/Audiology
18.0199 Audiology and speech pathology, other
18.0201 Clinical anatomy
18.0202 Clinical biochemistry
18.0203 Clinical microbiology
18.0204 Clinical pathology
18.0205 Clinical Physiology
18.0206 Toxicology (Clinical)
18.0299 Basic clinical health sciences, other
18.0301 Chiropractic
18.0401 Dentistry, general
18.0402 Dental public health
18.0403 Endodontics
18.0404 Oral/maxial facial surgery
18.0405 Oral pathology
18.0406 Orthodontics
18.0407 Pedodontics
18.0408 Periodontics
18.0409 Prosthodontacs
18.0499 Dentistry, other
18.0501 Emergency/disaster science
18.0701 Health Services administration
18.0702 Health care planning
18.0703 Medical records administration
18.0799 Health Services administration, other
18.0901 Medical laboratory
18.1001 Medicine, general
18.1002 Allergies and endocrinology
18.1003 Anesthesiology
18.1004 Colon and rectal surgery
18.1005 Dermatology
18.1006 Emergency medicine
18.1007 Family practice
18.1008 Geriatrics
18.1009 Immunology
18.1010 Internal medicine
18.1011 Neurological surgery
18.1012 Nuclear medicine
18.1013 Obstetrics and gynecology
18.1014 Ophthalmology
18.1015 Orthodontic surgery
18.1016 Orthopedic
18.1017 Otorhinolaringology and otolaryngology
18.1018 Pathology
18.1019 Pediatrics
18.1020 Physical medicine and rehabilitation
18.1021 Plastic surgery
18.1022 Preventive medicine
18.1023 Psychiatry
18.1024 Neurology
18.1025 Radiology
18.1026 Surgery
18.1027 Thoracic surgery
18.1028 Urology
18.1029 Hematology
18.1030 Sports Medicine
18.1099 Medicine, other
18.1101 Nursing, general
18.1102 Anesthetist
18.1103 Maternal child health
18.1104 Medical surgical
18.1105 Nursing administration
18.1106 Psychiatric mental health
18.1107 Public health
18.1199 Nursing, other
18.1201 Optometry
18.1301 Osteopathic medicine
18.1401 Pharmacy
18.1501 Podiatry
18.1701 Pre-dentistry
18.1801 Pre-medicine
18.1901 Pre-pharmacy
18.2001 Pre-veterinary
18.2101 Prosectorial science
18.2201 Public health laboratory science
18.2202 Epidemiology
18.2203 Public Health Education
18.2204 Public Health Practice and Management
18.2299 Public Health, Other
18.2401 Veterinary medicine
18.2501 Public health (general)
18.9999 Health sciences, other

19.0000 HOME ECONOMICS
19.0101 Home economics, general
19.0201 Business home economics
19.0301 Family and community services
19.0302 Nonformal education (extension, adult/extended)
19.0303 Family services
19.0399 Family and community services, other
19.0401 Family/consumer resource management, general
19.0402 Consumer Science
19.0403 Family economics
19.0499 Family/consumer resource management, other
19.0501 Food sciences and human nutrition, general
19.0502 Food/food sciences
19.0503 Dietetics/human nutritional services
19.0504 Human nutrition
19.0599 Food sciences and human nutrition, other
19.0601 Human environment and housing, general
19.0602 Household equipment
19.0603 Housing
19.0699 Human environment and housing, other
19.0701 Individual and family development, general
19.0702 Adult development
19.0703 Family counseling
19.0704 Family relations
19.0705 Gerontological services
19.0799 Individual and family development, other
19.0801 International/comparative home economics
19.0901 Textiles and clothing, general
19.0902 Fashion design
19.0903 Textiles and clothing, retail
19.0904 Textile science
19.0999 Textiles and clothing, other
19.9999 Home economics, other

20.0000 VOCATIONAL HOME ECONOMICS
20.0101 Comprehensive Consumer and Homemaking Education
20.0102 Child development, care, and guidance
20.0103 Clothing and textiles
20.0104 Consumer education
20.0105 Exploratory homemaking
20.0106 Family/individual health
20.0107 Family living and parenthood
20.0108 Food and nutrition
20.0109 Home management
20.0110 Housing, home furnishing, and equipment
20.0199 Consumer and Homemaking Education, other
20.0201 Child care and guidance management and services, general
20.0202 Child care aide/assisting
20.0203 Child care management
20.0204 Foster care/family care

20.0205 Teacher aide
20.0299 Child care and guidance management and services, other
20.0301 Clothing, apparel, textiles management, production, and services, general
20.0302 Clothing maintenance aide
20.0303 Commercial garment and apparel construction
20.0304 Custom apparel/garment seamstress
20.0305 Custom tailoring and alteration
20.0306 Fashion/fabric coordination
20.0307 Textiles testing
20.0308 Wedding/specialty consulting
20.0399 Clothing, apparel, textiles management, production, and services, other
20.0401 Food production, management and services, general
20.0402 Baking
20.0403 Chef/cook
20.0404 Dietetic aide/assisting
20.0405 Food catering
20.0406 Food service
20.0407 Food testing
20.0408 School food service
20.0499 Food production, management, and services, other
20.0501 Home furnishing and equipment management, production, and services, general
20.0502 Custom drapery and window treatment design/making
20.0503 Custom slipcovering and upholstering
20.0504 Floral design
20.0505 Home decorating
20.0506 Home furnishings aide
20.0507 Home-service assisting
20.0599 Home furnishings and equipment management, production, and services, other
20.0601 Institutional, home management, and supporting programs, general
20.0602 Companion to the aged
20.0603 Consumer aide/assisting
20.0604 Custodial services
20.0605 Executive housekeeping
20.0606 Homemaker's aide
20.0607 Therapeutic recreation aide
20.0699 Institutional, home management, and supporting services, other
20.9999 Vocational home economics, other

21.0000 INDUSTRIAL ARTS
21.0101 Industrial arts, general
21.0102 Construction
21.0103 Drafting and design
21.0104 Electricity/electronics
21.0105 Energy, power, and transportation
21.0106 Graphic arts
21.0107 Manufacturing/materials processing
21.0199 Industrial arts, other

22.0000 LAW
22.0101 Law
22.0102 Pre-law
22.0103 Legal assisting
22.0199 Law, other

23.0000 LETTERS
23.0101 English, general
23.0201 Classics
23.0301 Comparative literature
23.0401 Composition
23.0501 Creative writing
23.0601 Linguistics (includes phonetics, semantics, and philology)
23.0701 Literature, American
23.0801 Literature, English
23.0901 Rhetoric
23.1001 Speech, debate and forensics
23.1101 Technical and business writing
23.9999 Letters, other

24.0101 LIBERAL ARTS AND SCIENCES
24.0102 General Studies
24.0199 Liberal/General Studies, Other

25.0000 LIBRARY AND ARCHIVAL SCIENCES
25.0101 Library and archival sciences, general
25.0201 Archival science
25.0301 Library assisting
25.0401 Library science
25.0501 Museology
25.9999 Library and archival sciences, other

26.0000 LIFE SCIENCES
26.0101 Biology, general
26.0201 Biochemistry and biophysics
26.0301 Botany, general
26.0302 Bacteriology
26.0303 Mycology
26.0304 Plant genetics
26.0305 Plant pathology
26.0306 Plant pharmacology
26.0307 Plant physiology
26.0399 Botany, other
26.0401 Cell biology
26.0402 Molecular biology
26.0499 Cell and molecular biology, other
26.0501 Microbiology
26.0601 Anatomy
26.0602 Biometrics and biostatistics
26.0603 Ecology
26.0604 Embryology
26.0605 Endocrinology
26.0606 Histology
26.0607 Marine biology
26.0608 Neurosciences
26.0609 Nutritional sciences
26.0610 Parasitology
26.0611 Radiobiology
26.0612 Toxicology
26.0699 Miscellaneous specialized areas, life sciences, other
26.0701 Zoology, general
26.0702 Entomology
26.0703 Genetics, human and animal
26.0704 Pathology, human and animal
26.0705 Pharmacology, human and animal
26.0706 Physiology, human and animal
26.0799 Zoology, other
26.9999 Life sciences, other

27.0000 MATHEMATICS
27.0101 Mathematics, general
27.0201 Actuarial sciences
27.0301 Applied mathematics
27.0401 Pure mathematics
27.0501 Statistics
27.9999 Mathematics, other

28.0000 MILITARY SCIENCES
28.0101 Aerospace science (Air Force)
28.0201 Coast Guard science
28.0301 Military science (Army)
28.0401 Naval science (Navy, Marines)
28.0501 Maritime Science (Merchant Marine)
28.9999 Military sciences, other

29.0101 MILITARY TECHNOLOGIES
29.9999 Military technologies, other

30.0000 MULTI/INTERDISCIPLINARY STUDIES
30.0101 Biological and physical sciences
30.0201 Clinical pastoral care
30.0301 Engineering and other disciplines
30.0401 Humanities and social sciences
30.0501 Peace studies
30.0601 Systems science
30.0701 Women's studies
30.0801 Mathematics and Computer Science
30.0901 Imaging Science
30.9999 Multi/interdisciplinary studies, other

31.0000 PARKS AND RECREATION
31.0101 Parks and recreation, general
31.0201 Outdoor recreation
31.0301 Parks and recreation management
31.0401 Water resources
31.9999 Parks and recreation, other

32.0000 BASIC SKILLS
32.0101 Basic skills, general
32.0102 Academic and intellectual skills
32.0103 Communication skills
32.0104 Computational skills
32.0105 Job-seeking/changing skills
32.0106 Motor skills
32.0107 Career Exploration
32.0199 Basic skills, other

33.0000 CITIZENSHIP/CIVIC ACTIVITIES
33.0101 Citizenship/civic activities, general
33.0102 American citizenship
33.0103 Civic appreciation
33.0104 Civic participation

34.0000 HEALTH-RELATED ACTIVITIES
34.0101 Health-related activities, general
34.0102 Birth-related health practices
34.0103 Health enhancement practices
34.0104 Health treatment/prevention practices
34.0199 Health-related activities, other

35.0000 INTERPERSONAL SKILLS
35.0101 Interpersonal skills, general
35.0102 Building human relationships
35.0103 Perception of others
35.0104 Special role engineering
35.0199 Interpersonal skills, other

36.0000 LEISURE AND RECREATIONAL ACTIVITIES
36.0101 Leisure and recreational activities, general
36.0102 Crafts (leisure and recreational)
36.0103 Games
36.0104 Hobbies
36.0105 Housing/home maintenance
36.0106 Nature appreciation
36.0107 Pet care
36.0108 Sports/physical education
36.0109 Travel
36.0199 Leisure and recreational activities, other

37.0000 PERSONAL AWARENESS
37.0101 Personal awareness, general
37.0102 Coping skills
37.0103 Personal decision making
37.0104 Self-perception
37.0105 Values, attitudes, and beliefs
37.0199 Personal awareness, other

38.0000 PHILOSOPHY AND RELIGION
38.0101 Philosophy
38.0201 Religion
38.9999 Philosophy and religion, other

39.0000 THEOLOGY
39.0101 Biblical languages
39.0201 Bible studies
39.0301 Missionary studies
39.0401 Religious education
30.0501 Religious music
39.0601 Theological studies
39.9999 Theology, other

40.0000 PHYSICAL SCIENCES
40.0101 Physical sciences, general
40.0201 Astronomy
40.0301 Astrophysics
40.0401 Atmospheric sciences and meterology
40.0501 Chemistry, general
40.0502 Analytical chemistry
40.0503 Inorganic chemistry
40.0504 Organic chemistry
40.0505 Pharmaceutical chemistry
40.0506 Physical chemistry
40.0599 Chemistry, other
40.0601 Geology
40.0602 Geochemistry
40.0603 Geophysics and seismology
40.0604 Paleontology
40.0699 Geological sciences, other
40.0701 Metallurgy
40.0702 Oceanography
40.0703 Earth science
40.0799 Miscellaneous physical sciences, other
40.0801 Physics, general
40.0802 Atomic/molecular physics
40.0803 Electron physics
40.0804 Elementary particle physics
40.0805 Fluids and plasmas
40.0806 Nuclear physics
40.0807 Optics
40.0808 Solid state physics
40.0899 Physics, other
40.0901 Planetary science
40.0999 Physical sciences, other

41.0000 SCIENCE TECHNOLOGIES
41.0101 Biological laboratory technology
41.0102 Oceanographic (biological) technology
41.0199 Biological technologies, other
41.0201 Nuclear materials handling technology
41.0202 Nuclear power plant operation technology
41.0203 Nuclear power plant radiation control technology
41.0204 Radiologic (physical) technology
41.0299 Nuclear technologies, other
41.0301 Chemical technology
41.0302 Geological technology
41.0303 Metallurgical technology
41.0304 Meteorological technology
41.0305 Oceanographic (physical) technology
41.0399 Physical science technologies, other
41.9999 Science technologies, other

42.0000 PSYCHOLOGY
42.0101 Psychology, general
42.0201 Clinical psychology
42.0301 Cognitive psychology
42.0401 Community psychology
42.0501 Comparative psychology
42.0601 Counseling psychology
42.0701 Developmental psychology
42.0801 Experimental psychology
42.0901 Industrial and organizational psychology
42.1001 Personality psychology
42.1101 Physiological psychology
42.1201 Psycholinguistics
42.1301 Psychometrics
42.1401 Psychopharmacology
42.1501 Quantitative psychology
42.1601 Social psychology
42.9999 Psychology, other

43.0000 PROTECTIVE SERVICES
43.0101 Correctional administration
43.0102 Corrections
43.0103 Criminal justice administration
43.0104 Criminal justice studies
43.0105 Criminal justice technology
43.0106 Forensic studies
43.0107 Law enforcement
43.0108 Law enforcement administration
43.0109 Security services
43.0199 Criminal justice, other
43.0201 Fire control and safety technology
43.0202 Fire protection administration
43.0203 Firefighting
43.0299 Fire protection, other
43.9999 Protective services, other

44.0000 PUBLIC AFFAIRS
44.0101 Public affairs, general
44.0201 Community services
44.0301 International public service
44.0401 Public administration
44.0501 Public policy studies
44.0601 Public sanitation
44.0602 Public transportation
44.0603 Public utilities
44.0699 Public works, other
44.0701 Social work, general
44.0702 Medical social work

44.0799 Social work, other
44.9999 Public affairs, other

45.0000 SOCIAL SCIENCES
45.0101 Social sciences, general
45.0201 Anthropology
45.0301 Archeology
45.0302 Archeological Technology
45.0401 Criminology
45.0501 Demography
45.0601 Economics
45.0701 Geography
45.0801 History
45.0901 International relations
45.1001 Political science and government
45.1101 Sociology
45.1201 Urban studies
45.9999 Social sciences, other

46.0000 CONSTRUCTION TRADES
46.0101 Brickmasonry, stonemasonry, and tile setting, general
46.0102 Brick, block, and stonemasonry
46.0103 Tile setting
46.0199 Brickmasonry, stonemasonry, and tile setting, other
46.0201 Carpentry
46.0301 Electrical and power transmission installation, general
46.0302 Electrician
46.0303 Lineworker
46.0399 Electrical and power transmission installation, other
46.0401 Building and Property maintenance
46.0402 Concrete placing and finishing
46.0403 Construction inspection
46.0404 Drywall installation
46.0405 Floor covering installation
46.0406 Glazing
46.0407 Insulation installation
46.0408 Painting and decorating
46.0409 Plastering
46.0410 Roofing
46.0411 Terrazzo installation
46.0499 Miscellaneous construction trades and Property Maintenance, other
46.0501 Plumbing, pipefitting, and steamfitting, general
46.0502 Pipefitting and steamfitting
46.0503 Plumbing
46.0599 Plumbing, pipefitting, and steamfitting, other
46.0606 Small Engine Repair
46.9999 Construction trades, other

47.0000 MECHANICS AND REPAIRS
47.0101 Electrical and electronics equipment repair, general
47.0102 Business machine repair
47.0103 Communication electronics
47.0104 Computer electronics
47.0105 Industrial electronics
47.0106 Major appliance repair
47.0107 Motor repair
47.0108 Small appliance repair
47.0109 Vending and recreational machine repair
47.0199 Electrical and electronics equipment repair, other
47.0201 Heating, air conditioning, and refrigeration mechanics, general
47.0202 Cooling and refrigeration
47.0203 Heating and air conditioning
47.0299 Heating, air conditioning, and refrigeration mechanics, other
47.0301 Industrial equipment maintenance and repair, general
47.0302 Heavy equipment maintenance and repair
47.0303 Industrial machinery maintenance and repair
47.0304 Mine equipment maintenance and repair
47.0305 Oil and gas drilling equipment operation and maintenance
47.0399 Industrial equipment maintenance and repair, other
47.0401 Electromechanical, hydraulic, and pneumatic instrument repair
47.0402 Gunsmithing
47.0403 Locksmithing and safe repair
47.0404 Musical instrument repair
47.0405 Operation, maintenance, and repair of audio-visual equipment
47.0407 Sporting goods equipment repair
47.0408 Watch repair
47.0499 Miscellaneous mechanics and repairers, other
47.0501 Stationary energy sources, general
47.0502 Conventional electric power generation
47.0503 Industrial nuclear energy
47.0504 Pumping plants
47.0599 Stationary energy sources, other
47.0601 Vehicle and mobile equipment mechanics and repairers, general
47.0602 Aircraft mechanics
47.0603 Automotive body repairs
47.0604 Automotive mechanics
47.0605 Diesel engine mechanics
47.0607 Aircraft Mechanics, Airframe
47.0608 Aircraft Mechanics, Powerplant
47.0699 Vehicle and mobile equipment mechanics and repairers, other
47.9999 Mechanics and repairers, other

48.0000 PRECISION PRODUCTION
48.0101 Drafting, general
48.0102 Architectural drafting
48.0103 Civil/structural drafting
48.0104 Electrical/electronics drafting
48.0105 Mechanical drafting
48.0199 Drafting, other
48.0201 Graphic and printing communications, general
48.0202 Bookbinding
48.0203 Commercial art
48.0204 Commercial photography
48.0205 Typesetting, Make-up and Composition
48.0206 Lithography, photography, and platemaking
48.0207 Photographic laboratory and darkroom
48.0208 Printing press operations
48.0209 Silk screen making and printing
48.0210 Photoengraving
48.0299 Graphic and printing communications, other
48.0301 Leathermaking and upholstering, general
48.0302 Saddlemaking and repair
48.0303 Upholstering
48.0304 Shoe and Boot Repair
48.0399 Leatherworking and upholstering, other
48.0401 Precision food production, general
48.0402 Meatcutting
48.0403 Slaughtering and butchering
48.0499 Precision food production, other
48.0501 Precision metal work, general
48.0502 Foundary work
48.0503 Machine tool operation/machine shop
48.0504 Metal fabrication
48.0505 Metal patternmaking
48.0506 Sheet metal
48.0507 Tool and die making
48.0508 Welding
48.0599 Precision metal work, other
48.0601 Industrial ceramics manufacturing
48.0602 Jewelry design, fabrication, and repair
48.0603 Optical goods work
48.0604 Plastics
48.0699 Precision work, assorted materials, other
48.0701 Woodworking, general
48.0702 Furniture making
48.0703 Millwork and cabinet making
48.0799 Woodworking, other
48.9999 Precision products, other

49.0000 TRANSPORTATION AND MATERIAL MOVING
49.0101 Air transportation, general
49.0102 Airplane piloting and navigation (Commercial)
49.0103 Aviation computer technology
49.0104 Aviation management
49.0105 Air traffic control
49.0106 Flight attendants
49.0107 Airplane Piloting (Private)
49.0199 Air transportation, other
49.0201 Vehicle and equipment operation, general
49.0202 Construction equipment operation
49.0203 Material handling
49.0204 Mining equipment operation
49.0205 Truck and bus driving
49.0299 Vehicle and equipment operation, other
49.0301 Water transportation, general
49.0302 Barge and boat operations
49.0303 Commercial fishing operations
49.0304 Deep water diving and life support systems
49.0305 Marina operations
49.0306 Marine maintenance
49.0307 Merchant Marine officers
49.0308 Sailors and deckhands

49.0399 Water transportation, other
49.9999 Transportation and material moving, other

50.0000 VISUAL AND PERFORMING ARTS
50.0101 Visual and performing arts, general
50.0201 Crafts, general
50.0202 Ceramics
50.0203 Enameling
50.0204 Fiber/textiles/weaving
50.0205 Glass
50.0206 Metal/jewelry
50.0299 Crafts, other
50.0301 Dance
50.0401 Design, general
50.0402 Graphic design
50.0403 Illustration design
50.0404 Industrial design
50.0405 Theater design
50.0499 Design, other
50.0501 Dramatic arts
50.0601 Film arts, general
50.0602 Cinematography/film
50.0603 Film animation
50.0604 Holography
50.0605 Photography
50.0606 Video
50.0699 Film arts, other
50.0701 Film arts, general
50.0702 Art conservation
50.0703 Art history and appreciation
50.0704 Arts management
50.0705 Drawing
50.0706 Intermedia
50.0707 Kinetics
50.0708 Painting
50.0709 Sculpture
50.0710 Printmaking
50.0799 Fine arts, other
50.0801 Graphic arts technology
50.0901 Music, general
50.0902 Music history and appreciation
50.0903 Music performance
50.0904 Music theory and composition
50.0999 Music, other
50.9999 Visual and performing arts, other

60.0101 INTENSIVE ENGLISH LANGUAGE

90.0101 UNDECLARED

COUNTRIES BY WORLD REGION AND SUBREGION

1000 AFRICA

1100 Eastern Africa
1115 Burundi
1120 Comoros
1105 Djibouti
1125 Ethiopia
1130 Kenya
1135 Madagascar
1140 Malawi
1145 Mauritius
1150 Mozambique
1155 Réunion
1165 Rwanda
1170 Seychelles
1175 Somalia
1180 Tanzania
1185 Uganda
1190 Zambia
1160 Zimbabwe

1200 Central Africa
1210 Angola
1220 Cameroon
1230 Central African Republic
1240 Chad
1250 Congo
1260 Equatorial Guinea
1270 Gabon
1280 Sao Tomé & Principe
1290 Zaire

1300 North Africa
1310 Algeria
1320 Canary Islands
1330 Egypt
1340 Libya
1350 Morocco
1370 Sudan
1380 Tunisia
1360 Western Sahara

1400 Southern Africa
1410 Botswana
1420 Lesotho
1430 Namibia
1440 South Africa
1450 Swaziland

1500 West Africa
1510 Benin
1585 Burkina Faso
1505 Cape Verde
1515 Gambia
1520 Ghana
1525 Guinea
1530 Guinea-Bissau
1535 Ivory Coast
1540 Liberia
1545 Mali
1550 Mauritania
1555 Niger
1560 Nigeria
1565 St. Helena
1570 Senegal
1575 Sierra Leone
1580 Togo

2000 ASIA

2100 East Asia
2110 People's Republic of China
2120 Taiwan
2130 Hong Kong
2140 Japan
2150 Korea, Democratic People's Republic of
2160 Korea, Republic of
2170 Macao
2180 Mongolia

2200 South and Central Asia
2205 Afghanistan
2210 Bangladesh
2215 Bhutan
2220 India
2225 Maldives, Republic of
2230 Nepal
2235 Pakistan
2245 Sri Lanka

2300 Southeast Asia
2305 Brunei
2320 Cambodia
2315 Indonesia
2325 Laos
2330 Malaysia
2310 Myanmar, Union of
2335 Phillipines
2345 Singapore
2350 Thailand
2360 Vietnam

3000 EUROPE

3100 Eastern Europe
3110 Albania
3120 Bulgaria
3130 Czechoslovakia
3140 German Democratic Republic
3150 Hungary
3160 Poland
3170 Romania
3180 U.S.S.R.
3190 Yugoslavia

3200 Western Europe
3203 Andorra
3206 Austria
3210 Belgium
3213 Denmark
3220 Finland
3223 France
3226 Germany, Federal Republic of
3233 Gibraltar
3236 Greece
3243 Iceland
3246 Ireland
3250 Italy
3253 Liechtenstein
3256 Luxembourg
3260 Malta
3263 Monaco
3266 Netherlands
3270 Norway
3273 Portugal
3276 San Marino
3280 Spain
3283 Sweden
3286 Switzerland
3290 United Kingdom
3240 Vatican City

4000 LATIN AMERICA

4100 Caribbean
4103 Aruba
4105 Bahamas
4110 Barbados
4115 Cayman Islands
4120 Cuba
4125 Dominican Republic
4130 Guadeloupe
4135 Haiti
4140 Jamaica
4150 Leeward Islands
4155 Anguilla
4151 Antigua
4152 British Virgin Islands
4153 Montserrat
4154 St. Kitts-Nevis
4160 Martinique
4170 Netherlands Antilles
4180 Trinidad & Tobago
4185 Turks & Caicos Islands
4190 Windward Islands
4191 Dominica
4192 Grenada
4193 St. Lucia
4194 St. Vincent

4200 Central America
4210 Belize
4230 Costa Rica
4240 El Salvador
4250 Guatemala
4260 Honduras
4270 Mexico
4280 Nicaragua
4290 Panama

4300 South America
4305 Argentina
4310 Bolivia
4315 Brazil
4320 Chile
4325 Colombia
4330 Ecuador
4335 Falkland Islands
4340 French Guiana
4345 Guyana
4350 Paraguay
4355 Peru
4360 Suriname
4365 Uruguay
4370 Venezuela

2400 MIDDLE EAST

2405 Bahrain
2410 Cyprus
2415 Iran
2420 Iraq
2425 Israel
2430 Jordan
2435 Kuwait
2440 Lebanon
2445 Oman
2450 Qatar
2455 Saudi Arabia
2460 Syria
2465 Turkey
2470 United Arab Emirates
2485 Yemen Arab Republic
2490 Yemen, People's Democratic Republic of

5000 NORTH AMERICA

5110 Bermuda
5120 Canada

6000 OCEANIA

6100 Australia & New Zealand
6110 Australia
6120 New Zealand

6200 Pacific Ocean Island Areas
6210 Cook Islands
6215 Fiji
6220 French Polynesia
6225 Kiribati
6227 Marshall Islands
6230 Nauru
6235 New Caledonia
6250 Niue
6255 Norfolk Island
6260 Pacific Islands, Trust Territory of the
6263 Palau
6240 Papua New Guinea
6205 Solomon Islands
6270 Tonga
6271 Tuvalu
6245 Vanuatu
6275 Wallis & Futuna Islands
6280 Western Samoa

1989/90 INDIVIDUAL DATA (STEP 3) SURVEY MATERIALS

OPEN DOORS DATA

IEDC International Education Data Collection Committee — AACRAO • IIE • NAFSA

September 29, 1989

Dear Colleague:

On behalf of the thousands of people who rely on *Open Doors* for the most comprehensive and accurate information on international educational exchanges, we thank you for your participation in the Census of Foreign Students in the United States last year. It is only your dedication and hard work that make this extremely useful publication possible. The International Education Data Collection Committee (formerly the Interassociational Committee on Data Collection) and the Institute of International Education deeply appreciate your efforts.

The results of your responses will appear in the 1988/89 edition of *Open Doors*, due out later this fall. In the meantime, we must begin collecting data for the 1989/90 academic year. Thus, IIE, on behalf of IEDC, asks your assistance in providing information on foreign student enrollments at your institution for the Fall of 1989.

In order for *Open Doors* to serve the international education exchange community best, it must reflect foreign study in the U.S. accurately. It is, therefore, extremely important that every school reply to the survey. Your participation is essential to the completeness and maximal usefulness of this publication. Would you, therefore, please provide the requested data as soon as possible?

We are enclosing three forms this year:

(1) STEP 1: PRELIMINARY REPLY CARD: This allows us to estimate as accurately as possible the total number of foreign students in this country. Please complete and return it **immediately**.

(2) STEP 2: INSTITUTIONAL DATA REPLY FORM: This contains most of the data published in *Open Doors*. Please return this form by **October 30, 1989**, or as soon thereafter as possible.

(3) STEP 3: INDIVIDUAL DATA FORM: The STEP 3 data allow detailed analyses of foreign student characteristics. Please return completed forms by **November 10**, 1989, or as soon therafter as possible.

PLEASE NOTE: IIE is continuing its effort to collect STEP 2 and STEP 3 data on tape or diskette and encourages you to transmit the data in this format if you can meet IIE's file specifications. If you are able to submit the data in electronic form, please so indicate on the Preliminary Reply card and we will send you special instructions on what format is necessary.

Once again, the deadline for returning the STEP 2 FORM is **October 30,** and for returning the STEP 3 FORM is **November 10** this year. Please respond as quickly as possible. Your early response will help us get *Open Doors* to you sooner.

Completed forms and inquiries should be addressed to:
Research Division
Institute of International Education
809 United Nations Plaza
New York, New York 10017
Telephone: (212) 984-5349

Thank you very much for your assistance.

Sincerely,

Robert N. Melott
President
American Association
of Collegiate Registrars and
Admissions Officers

Richard M. Krasno
President
Institute of
International Education

Jean Delaney
President
National Association for
Foreign Student Affairs

STEP 3 INSTRUCTIONS

(Title Office)

(Reporting Official)

(Institution)

(City) (State) (Zip)

(Telephone)

For future use, the attached label should include Title Office, the Reporting Official, and the institution's name, address, and telephone number. Please make any necessary changes.

In STEP 3, the International Education Data Collection Committee (IEDC) is asking institutions to provide **individual data** (without actually identifying student names) in order to allow much more detailed analyses on the foreign student population in the United States than are possible in *Open Doors*. Only with **individual data** can reports be prepared indicating, for example, the number of female Egyptians studying sociology or the number of master's candidates studying biology from Japan. The results of this survey will be published in *Profiles* 1989-90, and we shall send you a complimentary copy of the publication.

The collection of **individual data** is an enormous undertaking requiring the processing of hundreds of thousands of individual records (as opposed to some 2,800 institutional records in recent years). Its success is largely dependent on the care taken by each institution to provide these data in a manageable form. Please help us by reading the instructions very carefully and by adhering to the guidelines as closely as possible.

INSTRUCTIONS FOR PROVIDING STEP 3 DATA

PLEASE SEND US PARTIAL INFORMATION IF THAT IS ALL YOU HAVE. WE WILL ACCEPT DATA ON AS FEW AS TWO CATEGORIES (such as country of origin and field of study) if your institution cannot provide data on all of the requested fields. Of course, we urge you to provide as much information as possible.

INCLUDE ONLY NON-IMMIGRANT FOREIGN STUDENTS AT THE POST-SECONDARY LEVEL. **DO NOT INCLUDE** STUDENTS FROM GUAM, AMERICAN SAMOA, PUERTO RICO, OR THE U.S. VIRGIN ISLANDS.

ALL INFORMATION SHOULD BE BASED ON **1989 FALL TERM** ENROLLMENTS.

SEND STEP 3 DATA BY NOVEMBER 10, 1989. If it is not possible for you to send them by this date, do not throw the form away. Call us to make special arrangements to provide the information later.

STEP 3 DATA SHOULD BE SENT TO: Research Division
Institute of International Education
809 United Nations Plaza
New York, NY 10017-3580

ALL QUESTIONS SHOULD BE DIRECTED TO Alfred Julian at (212) 984-5349

PLEASE USE THE FOLLOWING DEFINITIONS IN REPORTING THE DATA:

FOREIGN STUDENT — a foreign student is anyone enrolled for courses in the United States who is **not** an immigrant (permanent resident) or a citizen. Refugees **are** included. Do **not** include resident aliens (holding "green cards").

FIELD OF STUDY — please be as specific as possible in listing field of study, e.g. electrical engineering or petroleum engineering in the field of engineering, marketing research or retail marketing in the field of marketing. These categories will be classified using the classification system developed by the National Center for Education Statistics (NCES). A detailed listing of this taxonomy appears in ***Open Doors: 1988-89***

ACADEMIC LEVEL — see codes listed at bottom of Pages 3 and 4. Under Intensive English Language include only students enrolled for 15 or more contact hours per week.

PRIMARY SOURCE OF FUNDS — the single greatest source of funds for all educational expenses including associated living expenses for a foreign student enrolled in an educational institution within the United States. If a student has more than one source of funds then **use the one source** which represents the largest percentage of all income.

(1) Personal and Family — income derived from personal or private sources.
(2) U.S. sponsor — student is sponsored by the U.S. government, U.S. college or university, or U.S. private sponsor.
(3) Non-U.S. sponsor — student is sponsored by home government, home college or university, foreign private sponsor, international organization, or other sponsor not based in the U.S.

INSTRUCTIONS CONTINUED ON OTHER SIDE

STEP 3 INSTRUCTIONS (Continued)

HOW TO REPORT STEP 3 DATA

A. FORMAT

1. ELECTRONIC REPORT: TAPE OR DISKETTE

IIE can now accept Step 3 data on tape or diskette. We urge you to send us the data in this way if possible. In order for us to be able to accept your tape or diskette, the data must conform to the specified format. Please follow the enclosed specifications carefully.

If you have the ability to provide a tape or diskette in the required format, but you cannot do it by November 10, please let us know and we will extend the deadline.

2. PRINTED REPORT

Of course, if you cannot provide a tape or a diskette, you can always report Step 3 data in written form. Two types of reports are acceptable:

(a) Completed Step 3 form: The preferred format for reporting individual data is by filling out pages 3 and 4 of this form. If your institution has more foreign students than will fit on this form, please photocopy page 4 as many times as necessary to include all students.

The preferred order for the individual data is to list students by country, within country by field of study, within field of study by academic level, etc. If you have two or more students with identical characteristics, then list them once and put their number in the first column as in the following illustration:

STEP 3 INDIVIDUAL DATA

Data for **PROFILES** companion volume to **OPEN DOORS** Page 3

International Education Data Collection Committee

INDIVIDUAL DATA SURVEY 1989/90 AACRAO • IIE • NAFSA

NUMBER OF STUDENTS	COUNTRY OF CITIZENSHIP	FOR IIE USE ONLY	FIELD OF STUDY (Please be specific e.g. Electrical Engineering, Accounting, Dentistry, etc.)	FOR IIE USE ONLY	ACADEMIC LEVEL (See Code Below)	SEX (Place X in appropriate box) M	SEX F	PRIMARY SOURCE OF FUNDS
1	GERMANY		FINANCE		04	X		1
1	INDIA		ELECTRICAL ENGINEERING		05		X	3
3	IRAN		PETROLEUM ENGINEERING		05	X		1
1	NIGERIA		SOIL PHYSICS		09	X		2
1	NIGERIA		MARKETING RESEARCH		08		X	1
1	MEXICO		ART EDUCATION		06	X		3

(b) Roster reports/Computer printouts: If your institution has too many students to report on the supplied form, IIE will accept computer printouts, directories, or rosters of foreign students. However, in order that we be able to manage these data, **WE STRONGLY URGE YOU TO HAVE THE ROSTERS PRODUCED IN THE FORMAT SUGGESTED ABOVE.** That is, list students by country, within country by field of study, etc. If you cannot produce such a report, grouping students by either country of origin or field of study will facilitate our data management task.

Please note:
Please **include a key for decoding any codes or abbreviations** included in your report.
Please **identify students on immigrant visas (permanent residents)** if they cannot be excluded from your report.
Please have any computer printout **triple spaced**, if possible, to allow room for coding.
Please **attach the label from page 1 of this form on the report**.

Any questions about provision of data on tape, diskette or roster should be directed to Marianthi Zikopoulos, at (212) 984-5347.

GUIDELINES FOR THE RELEASE OF INDIVIDUAL DATA

Reports based on individual data are available to individuals, agencies or corporations for clearly identified purposes of scholarly research, public information or recruitment for employment.

Reports will be produced for recruitment purposes only when the employer has indicated that the openings are for employment in the students' home countries or, in some instances, home regions; students' obligations to the sponsors of their U.S. study and or to their own governments will be respected; the corporation or agency does not engage in discriminatory practices.

Student names obtained as a by-product of the census activity will not be released in any case without the student's prior consent.

The Institute of International Education reserves the right to request that the proposed use of the data can be documented and to withhold individual data when the request is not deemed to be for appropriate scholarly, public information or recruitment purposes.

IEDC
International Education
Data Collection Committee

Data for **PROFILES** companion volume to **OPEN DOORS**

INDIVIDUAL DATA SURVEY 1989/90

AACRAO • IIE • NAFSA

NUMBER OF STUDENTS	COUNTRY OF CITIZENSHIP	FOR IIE USE ONLY	FIELD OF STUDY *(Please be specific e.g. Electrical Engineering, Accounting, Dentistry, etc.)*	FOR IIE USE ONLY	ACADEMIC LEVEL *(See Code Below)*	SEX *(Place X in appropriate box)*	PRIMARY SOURCE OF FUNDS
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	

CODES FOR ACADEMIC LEVEL

01 ASSOCIATE (Both 1st & 2nd year)
02 PRACTICAL TRAINING
03 FRESHMAN
04 SOPHOMORE
05 JUNIOR
06 SENIOR
07 UNDERGRADUATE — UNSPECIFIED
08 MASTER'S
09 DOCTORATE
10 PROFESSIONAL TRAINING
11 GRADUATE — UNSPECIFIED
12 NON-DEGREE
13 INTENSIVE ENGLISH LANGUAGE (15 or more contact hrs/wk)
88 UNKNOWN/NOT AVAILABLE

CODES FOR PRIMARY SOURCE OF FUNDS

1. PERSONAL AND FAMILY
2. U.S. SPONSOR
3. NON-U.S. SPONSOR
8. UNKNOWN/NOT AVAILABLE

IEDC
International Education
Data Collection Committee

Data for **PROFILES** companion volume to **OPEN DOORS**

INDIVIDUAL DATA SURVEY 1989/90

AACRAO • IIE • NAFSA

NUMBER OF STUDENTS	COUNTRY OF CITIZENSHIP	FOR IIE USE ONLY	FIELD OF STUDY *(Please be specific e.g. Electrical Engineering, Accounting, Dentistry, etc.)*	FOR IIE USE ONLY	ACADEMIC LEVEL *(See Code Below)*	SEX *(Place X in appropriate box)*	PRIMARY SOURCE OF FUNDS
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	
						M F	

CODES FOR ACADEMIC LEVEL

01 ASSOCIATE (Both 1st & 2nd year)
02 PRACTICAL TRAINING
03 FRESHMAN
04 SOPHOMORE
05 JUNIOR
06 SENIOR
07 UNDERGRADUATE — UNSPECIFIED
08 MASTER'S
09 DOCTORATE
10 PROFESSIONAL TRAINING
11 GRADUATE — UNSPECIFIED
12 NON-DEGREE
13 INTENSIVE ENGLISH LANGUAGE (15 or more contact hrs/wk)
88 UNKNOWN/NOT AVAILABLE

CODES FOR PRIMARY SOURCE OF FUNDS

1. PERSONAL AND FAMILY
2. U.S. SPONSOR
3. NON-U.S. SPONSOR
8. UNKNOWN/NOT AVAILABLE

ORDER FORM

OPEN DOORS and ***PROFILES*** are *The Best Information Resources* on 387,000 Foreign Students in the United States !

IIE Publications	Quantity	Price	Total
OPEN DOORS 1989/90 Reports on IIE's annual census of international students with nearly 200 pages of data on national origin, sources of financial support, fields of study, enrollments and rates of growth at over 2,800 U.S. colleges and universities. Annual. 200pp statistical report with text. Paper. ISBN 87206-186-8.		**$34.95**	
PROFILES: DETAILED ANALYSES OF THE FOREIGN STUDENT POPULATION 1989/90 The most comprehensive data on the characteristics of individual foreign students provided to IIE by U.S. higher educational institutions in a biennial survey. Relates data on country of origin and field of study, academic level, and gender of the foreign student population. Biennial. 100pp statistical report with text. Paper. ISBN 87206-187-6.		**$34.95**	
SAVE $10: BUY OPEN DOORS AND PROFILES AS A SET! "*PROFILES* rates high recommendation when purchased along with *OPEN DOORS*; the two together should be inseparable for they encapulate a precise body of computation..." —*American Reference Book Annual*		**$60.00**	
TOTAL PAYMENT ENCLOSED *U.S. postage and handling add $3 per book.* *Overseas, add $16 for one book, $8 each additional book.*			

Send order form with your check, made payable to the *Institute of International Education*, to:

IIE BOOKS
Institute of International Education
809 United Nations Plaza
New York, New York 10017-3580

❑ Please send me a free catalog listing all IIE publications.

❑ Send me information about the IIE Educational Associate program, through which member colleges and universities receive complimentary copies of each new IIE publication.

Name _____

Title _____

Address _____

_____

(City) (State) (Country) (Zip)

Telephone _____ Purchase Order # 203 Date _____

$34.95

PROFILES 1989/1990

Detailed Analyses of the Foreign Student Population

PROFILES provides the best available data on the characteristics of subgroups of foreign students.

The Institute of International Education, the largest U.S. higher educational exchange agency, has conducted an annual survey of the foreign student population of the United States since 1949. Results are published annually as OPEN DOORS.

PROFILES complements OPEN DOORS. Published biennially, PROFILES offers more detailed, in-depth information about the foreign student. OPEN DOORS reports data on the entire foreign student population, e.g., how many foreign students come from specific countries, or how many study in particular fields. PROFILES reports on subgroups of students, e.g., how many students from a specific country are studying in a specific field, which is not possible to do with OPEN DOORS data.

PROFILES and OPEN DOORS together offer the most complete information available today on foreign students in the United States. Statistical tables and charts are supported by interpretative text. If you wish to purchase the two books, an order form is enclosed for:

OPEN DOORS/PROFILES
2 VOLUME SET $60

Buy the two books which together contain all the most essential data on foreign students at U.S. colleges and universities.

OPEN DOORS 1989/90 $34.95

Reports on IIE's annual census of international students with nearly 200 pages of information on national origin, fields of study, financial support, enrollments and rates of growth at nearly 2,800 U.S. colleges and universities. New section on foreign scholars in the United States.

Institute of International Education
809 United Nations Plaza
New York, New York 10017

ISBN 87206-187-6

BEST COPY AVAILABLE